

ADMINISTRATIVE PERFORMANCE ASSESSMENT SYSTEM

(Professional Assessment for Leaders)

CRANSTON PUBLIC SCHOOLS

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CRANSTON PUBLIC SCHOOLS

MISSION AND BELIEF STATEMENTS

MISSION STATEMENT

It is the mission of the Cranston Public Schools, a partnership consisting of students, teachers, parents, and community members, to enable all students to develop their potential and reach high standards in preparation for a successful future.

GUIDING BELIEFS

- ~ Every student is important.
- ~ All students can reach high standards.
- ~ Children are naturally curious and want to learn.
- ~ Students can learn in a variety of ways.
- ~ Education is a partnership among students, parents, educators, and the community.
- ~ Ongoing, comprehensive professional development is essential.
- ~ Students can learn best in a caring and nurturing environment.
- ~ All members of the educational partnership deserve to be treated with dignity and respect within a setting that celebrates diversity.
- ~ All students need to acquire knowledge and skills needed for success in the real world.
- ~ Members of the educational partnership are entitled to equitable resources to facilitate learning.
- ~ Schools are responsive to societal trends affecting education.

CRANSTON PUBLIC SCHOOLS

ADMINISTRATIVE PERFORMANCE ASSESSMENT SYSTEM

(Professional Assessment for Leaders)

OVERVIEW

Cranston Public Schools maintains that professional growth and development of its administrators can be appropriately attained through a process of orderly, systematic, and professional assessment. Consequently, the district has developed a comprehensive system for evaluating administrative performance – a procedure that promotes professional growth and development while simultaneously assuring professional accountability and responsibility.

PURPOSE

Evaluation is a process, not an event. Therefore, the primary purposes of this evaluation are growth and improvement of performance. This evaluation system is considered both a means and an end. As a means, this process allows for ongoing communication, collaboration, personal support, feedback, adjustment, and growth for both the administrator and evaluator (formative). As an end, it is an objective process of documenting both professional improvement and decisions about continued employment (summative). Although Cranston's administrative evaluation serves dual functions – formative and summative, the focus is more constructive with improvement of performance as the emphasis. This stance conforms to what the effective schools research affirms with regard to evaluation of personnel. As the role of the administrator becomes increasingly aligned to school efficacy, the formative purpose of evaluation becomes more prominent.

The Cranston Public School shall strive to attract, retain, and support the highest caliber of qualified personnel available for any and all positions in the district, particularly in the case of administrative leadership since the pool of talented and capable administrators has greatly diminished. An effective assessment plan constitutes one critical aspect of a strong professional growth program.

To this end, the Cranston Public Schools advocates that the administrative evaluation be conducted in a professional and cooperative manner and should be objective rather than subjective. The process should result in an assessment of the administrator's strengths and weaknesses and the selection and implementation of specific steps designed to provide assistance and support so that the administrator will continue to improve and grow professionally.

PROCEDURES FOR IMPLEMENTATION

1. Every year for the first three years of employment, newly hired administrators to the Cranston Public Schools shall be formally evaluated. All other administrators will be formally assessed once every three years, unless the administrator has received two or more unsatisfactory ratings, whereby he/she would participate in a *Professional Improvement Plan (PIP)*. The PIP would be a working plan of action developed between the evaluator and administrator. This plan would address the identified deficiencies in the Professional Assessment for Leaders. One unsatisfactory would require the administrator to address the deficiency within the goal-setting phase of the evaluation.
2. The formal evaluation will consist of a pre-conference (to occur between the months of July through October) between the administrator and his/her evaluator (superintendent or designee). At the conference, the Professional Assessment for Leaders will be reviewed with the administrator and completed. Any expectations or clarifications of the instrument will be discussed at this conference.
3. A post-conference will be held in June to review the Professional Assessment for Leaders instrument. At that time, the administrator and his/her evaluator will sign the document which will then be placed in the administrator's personnel file. Upon a satisfactory rating, the administrator will begin *Tier I* and complete a *Professional Learning Plan*.
4. If the administrator is rated "unsatisfactory" on any of the standards identified in the Professional Assessment for Leaders, he/she will begin *Tier II* and be required to develop a Professional Improvement Plan (PIP) with the superintendent or her designee. This plan may include activities such as coaching/mentoring from another individual from within or outside the school system, focused readings, or participation in a planned sequence of conferences, workshops or other professional requirements.
5. If a Professional Improvement Plan has been initiated due to unsatisfactory ratings, a mid-year conference will be held during the months of January through March in order to discuss how the administrator is progressing with respect to overall performance, goal attainment and the standard outlined in the Professional Assessment for Leaders document.
6. A mid-year conference will also be held for first year administrators, and any administrator, who is determined to be at risk.

**CRANSTON PUBLIC SCHOOLS
ADMINISTRATIVE PERFORMANCE ASSESSMENT SYSTEM
(Professional Development for Leaders)**

Purpose and rationale:

The purpose of the Cranston Public School’s evaluation process is to promote self-assessment and subsequent growth. It encourages a focus on student achievement and school improvement, which is the basis of decision-making and action. This document endeavors to make professional growth the foundation of the evaluation and aids in developing common standards of leadership expectations based on The Interstate School Leaders Licensure Consortium – Standards for School Leaders.

STANDARD 1

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.**

Standard of Performance

A. The administrator possesses the **knowledge and ability to develop the school’s mission and vision.**

- The mission and vision are clearly defined and developed with and among all stakeholders
- All assessment data related to student learning are properly used to develop the school’s mission, vision, educational programs and action plans
- All relevant demographic data pertaining to students and their families are properly used in developing the school’s mission, vision, educational programs and action plans
- The vision, mission and implementation plans are regularly monitored, evaluated and revised
- The school’s vision and mission are aligned with the vision and mission of the district

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B. The administrator possesses the **knowledge and ability to communicate the school’s mission and vision.**

- Progress toward the vision and mission is communicated to all of the stakeholders
- The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities

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C. The administrator possesses the **knowledge and ability to implement the school's mission and vision.**

- The vision shapes the educational programs, goals and action plans
- Existing resources are used to support the school's vision and goals
- Additional resources are sought to support the school's vision and goals
- Barriers to achieving the vision are identified, clarified and addressed

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Evaluator's Comments

STANDARD 2

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard of Performance

- A. The administrator possesses the **knowledge and understanding of school culture and climate** that promotes a learning community based on student success.
- The assurance of a safe and supportive learning environment that respects diversity and its meaning for educational program
 - All individuals are treated with dignity and respect
 - Barriers to student learning are clarified and addressed
 - The school is organized and aligned for success, a variety of sources of information are used to make decisions and evaluate efficacy
 - There is a culture of high expectations for self, students and staff

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B. The administrator possesses the knowledge and understanding of the change process for systems, organizations and individuals.

- Adult learning and professional development models are effectively in place
- Professional development is an integral part of school improvement process which promotes a focus on student learning and achievement
- Students, staff, and families feel valued and the responsibilities and contributions of each individual are acknowledged
- Effective leadership is evident in the ability to facilitate change and growth for the organization on behalf of staff and students

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C. The administrator possesses the knowledge of effective instruction and assessment.

- An understanding of student growth and development, applied learning theories and principles of effective instruction is evident
- Curricular, co-curricular and extra-curricular programs are designed, implemented, valued, and refined
- Curriculum decisions are based on district initiatives, research, best practices and expertise of teachers
- The administrator ensures that student learning is assessed using a variety of techniques and multiple sources of information
- The role of technology in promoting student learning and professional growth is evident in instruction
- The administrator is committed to the variety of ways that students can learn and the proposition that all students can learn

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Evaluator's Comments

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STANDARD 3

A school administrator is an educational leader who promotes the success of all students by **enduring management of the organization, operations, and resources for a safe, efficient and effective learning environment.**

Standard of Performance

A. The administrator possesses **the knowledge and skill to manage the organization.**

- Knowledge of learning, teaching and student development is used to make informed management decisions
- Emerging trends are recognized, studied and applied as appropriate
- Collective bargaining and other contractual agreements related to the schools are effectively managed
- Time is managed to maximize attainment of organizational goals
- Problems are confronted and resolved in a timely manner
- Responsibility is shared to maximize ownership and accountability
- Effective problem-framing and problem-solving skills are used
- Effective conflict resolution skills are used
- Effective group-process and consensus-building skills are used

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B. The administrator possesses the **knowledge and skill to manage the operations for the organization.**

- Operational procedures are appropriately designed and properly managed to maximize opportunities for successful learning
- Operational plans and procedures to achieve the vision and goals of the school are in place
- The school plan, equipment, and support systems operate safely, efficiently, and effectively
- Confidentiality and privacy of records are properly maintained

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C. The administrator possesses the knowledge and skill to **manage the resources for a safe, efficient and effective learning environment.**

- Potential problems and opportunities are identified
- Financial, human and material resources are aligned to the goals of the school
- The school acts entrepreneurial to support continuous improvement
- A safe clean, and aesthetically pleasing school environment is created and maintained

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Evaluator's Comments

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STANDARD 4

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and responding to diverse community interests and needs and mobilizing community resources.**

Standard of Performance

- A. The administrator possesses the knowledge and ability to **promote effective collaboration with families and communities.**
- High visibility, active involvement and communication with the larger community is evident
 - A comprehensive program of community relations and partnerships with youth family services, community groups, institutions of higher education, and religious, political and service agencies and organizations are established
 - Community collaboration and opportunities for staff to develop collaborative skills are provided
 - Families are encouraged and supported in being active stakeholders in the school improvement process and their child's educational program

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- Laws and procedures are applied fairly, wisely, and considerately
- Rights and confidentiality of students, families and staff are protected
- Accepts responsibility for the operation of the school and programs, and considers the impact of administrative practices on others
- Possess high expectations for self and others and serves as a role model
- Handles conflict respectfully and effectively

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Evaluator's Comments

STANDARD 6

The school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.**

Standard of Performance

A. The administrator possesses an understanding of the **larger political, social, economic, legal and cultural context.**

- Maintains an ongoing dialogue with representatives of diverse community groups
- Ensures that public policy is shaped to provide quality education for students
- Ensures that there is communication among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- Develops and maintains open lines of communication with decision makers outside the school community
- Ensures that the environment in which the school operates is influenced on behalf of students and their families
- Ensures that the school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities.

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Evaluator's Comments

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ADMINISTRATIVE PERFORMANCE CRITERIA

Distinguished

The administrator's level of performance continuously exceeds the criteria for the standard as stated in the document. He/she is able to perform responsibilities in a manner that is well beyond the expectations of the administrative position. The administrator is able to anticipate problems and takes appropriate actions consistently. He/she thinks beyond the details of the school and works towards the goals and objectives of the school district.

Proficient

The administrator's level of performance often exceeds the criteria for the standard as stated in the document. He/she is able to perform responsibilities in a manner that is consistent with the expectations of the administrative position. The administrator is usually able to anticipate problems and takes appropriate action. He/she generally meets the goals and objectives of the school district.

Adequate

The administrator's level of performance generally meets the criteria for the standard as stated in the document. He/she usually performs the responsibilities in a manner that is consistent with the expectations of the administrative position. The administrator is usually able to anticipate problems and takes appropriate action. He/she generally meets the goals and objects of the school district.

Unsatisfactory

The administrator's level of performance seldom meets the criteria for the standard as stated in the document. He/she seldom performs the responsibilities in a manner that is consistent with the expectations of the administrative position. The administrator is rarely able to anticipate problems and take appropriate action. There is little evidence that he/she meets the goals and objectives of the school district.

ADMINISTRATIVE PERFORMANCE ASSESSMENT SYSTEM
(Professional Development for Leaders)

Name: _____ Date of assessment: _____

Year of next evaluation: _____

RATING BY STANDARD

D=DISTINGUISHED P=PROFICIENT A=ADEQUATE U=UNSATISFACTORY

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| STANDARD 1 | D | P | A | U |
| STANDARD 2 | D | P | A | U |
| STANDARD 3 | D | P | A | U |
| STANDARD 4 | D | P | A | U |
| STANDARD 5 | D | P | A | U |
| STANDARD 6 | D | P | A | U |
| STANDARD 7 | D | P | A | U |

EVALUATOR COMMENTS:

STAFF MEMBER COMMENT:

GOALS FOR NEXT EVALUATION:

_____ has successfully completed Tier I, will move to Tier II, and will complete a Professional Learning Plan

_____ has successfully completed Tier I and will complete a Professional Improvement Plan

Assigned Mentor: _____

