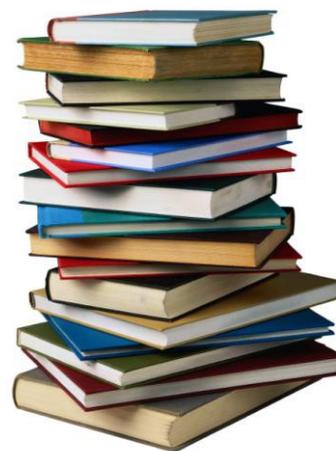


Petersburg City Public Schools

Administrator Performance Evaluation Instrument



Acknowledgements

We wish to thank the Petersburg City Public Schools Administrator Evaluation Steering Committee for their conscientious and thoughtful efforts in developing this handbook. We wish to thank the directors and administrators who piloted the Petersburg City Public Schools Administrator Performance Evaluation System. Your experiential input has been an invaluable part of this process. We also wish to thank the Virginia Department of Education Office of School Improvement for their guidance in the development of Petersburg City Public Schools Administrator Performance Evaluation System.

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Part 1: Introduction and Process

School leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective administrator are plentiful and oft-repeated.”¹ Research in the field has consistently revealed that school leadership has an important impact on student achievement gains or progress over years.² In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effect on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy.³

The Petersburg City Public Schools Administrator Performance Evaluation Instrument (APEI) uses the Goals and Roles Performance Evaluation Model© (short title: Goals and Roles Model©) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The APEI was developed specifically for use with school administrators.

Purposes of Evaluation

The primary purposes of a quality administrator evaluation system are to:

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive administrator performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the administrator and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.⁴

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the administrator performance standards;
- a focus on the relationship between administrator performance and improved student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for administrators to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases administrators’ involvement in the evaluation process; and
- a support system for providing assistance when needed.⁵

Part II: Performance Standards

The performance standards for administrators are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual administrator initiative. The goal is to support the continuous growth and development of each administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Administrators Performance Standards

Clearly defined professional responsibilities constitute the foundation of the administrator's performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both administrators and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

Performance Standards

Performance standards define the criteria expected when administrators perform their major duties. For all administrators, there are seven performance standards as shown in Figure 2.1.

Figure 2.1: Performance Standards

1. Instructional Leadership

The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

2. School Climate

The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

3. Human Resources Management

The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

4. Organizational Management

The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

5. School and Community Relations

The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

6. Professionalism

The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

7. Student Academic Progress

The administrator's leadership results in acceptable, measurable student academic progress based on established standards. Assistant administrator's performance and support of the administrator.

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each standard. This helps administrators and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Evaluators and administrators should consult the performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document an administrator's performance on each standard with evidence generated from multiple performance indicators.*** Example performance indicators for performance standard six follow.

Performance Standard 6: Professionalism

The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Indicators

Examples may include, but are not limited to:

The administrator:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of administrators and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all administrators. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help administrators focus on ways to enhance their leadership practices. ***Please note: The rating of “Proficient” is the expected level of performance. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.***

Figure 2.2: Performance Rubric

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The principal actively and consistently employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

Documenting Performance

The role of an administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the administrator’s work. The sources of information described in Figure 2.3 were selected to provide comprehensive and accurate feedback on administrator performance.

Figure 2.3: *Documentation Sources for Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals administrators’ perceptions of their job performance. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically. Results of a self-evaluation should inform administrators’ personal goals for professional development.
Administrator Observation	Observations applied in a variety of settings, provide information on a wide range of contributions made by administrators. Observations may range from watching how an administrator interacts with others, to observing programs and shadowing the administrator. A minimum of two observations must be completed by the administrator on each administrator during the summative evaluation period. The first observation must be done by November 15. The second formal observation must be done by March 15. There are no limits to the number of observations that can be conducted by the evaluator.
Walkthroughs and Monitoring	Walkthroughs are designed to improve instruction and to provide suggestions and feedback. Walkthroughs are designed to improve instruction and to provide suggestions and feedback. Although, walkthroughs is an indicator of the implementation of school polices and instructional non-negotiables; the results of the walkthroughs are directly associated with school leadership. These administrative walkthroughs will be a baseline indicator on school culture, academic position, and student progress. The walkthroughs will be used to assess progress areas on the administrator evaluation.
Portfolio/ Document Log	<p>Portfolios/document logs provide documentation generated by administrators as evidence of meeting the seven performance standards. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry.</p> <p>Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required</p>

	by the school division.
Teacher/Staff Survey	Climate surveys provide information to administrators about perceptions of job performance. The survey questions address the first six of the leader performance standards. The actual survey responses are seen only by the administrator who prepares a survey summary for inclusion in the portfolio/document log.
Goal Setting	Administrators, in conjunction with their evaluators, set goals for professional growth and student achievement. During the pre-evaluation conference, goals must be developed collaboratively with their evaluator by August 25th. All administrators on summative evaluation are required to develop professional goals. The goal setting process involves steps identified in Figure 2.7. The acronym SMART (Figure 2.8) is a useful way to self-assess a goal's feasibility and worth. The goals must approved be approved by the Director of Schools and Assistant Superintendent of Instruction. These goals are to be retained by the assistant superintendent and the administrator.

Note: All recommended data sources may not always be necessary in an administrator evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

To address the contextual nature of the administrator's job, each administrator should provide a school profile narrative to his or her evaluator. This may be done via the *Student Academic Progress Goal Setting Form*. It is strongly recommended that the administrator also discuss the unique characteristics of the school with the evaluator.

Alignment of Performance Standards with Data Sources

Whether an administrator is meeting the performance standards may be evidenced through multiple data sources. Figure 2.4 shows the alignment of performance standards by data sources.

Figure 2.4: Aligning Multiple Data Sources with Performance Standards

Performance Standards	Self-Evaluation	Administrator Observation / Walkthroughs	Portfolio/Document Log	Teacher/Staff Survey*	Goal Setting
1. Instructional Leadership	S	S	P	P	
2. School Climate	S	P	P	P	
3. Human Resources Management	S		P	P	
4. Organizational Management	S	S	P	S	
5. School and Community Relations	S	P	P	S	
6. Professionalism	S	P	P	S	P
7. Student Academic Progress/Support			P		P

* Survey summaries are part of the portfolio/documentation log.

P = Primary Data Source S = Secondary Data Source

Table A: Table of Specifications

Administrator Performance Standards	Survey Item #
1 - Instructional Leadership	1, 3, 10, 13, 18
2 - School Climate	7, 11, 14, 22
3 - Human Resources Management	4, 5, 12, 15, 21, 22
4 - Organizational Management	6, 7, 8, 9, 10, 16, 20
5 - School and Community Relations	2, 17, 20, 21, 23
6 - Professionalism	11, 19, 24, 25

Other Methods for Connecting Performance to Student Academic Progress

Student growth percentiles (SGPs) provide student-level progress information for students. SGPs range from 1 to 99, where higher numbers represent higher relative progress and lower numbers represent lower progress, relative to students who have similar SOL test scores in the past. SGP's describe the percentile for change in achievement, not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score.

As shown in Table B, VDOE has defined categories of growth levels to assist in interpreting the student growth percentile data.

Table B: Example Recommended interpretation of median growth percentiles when used in administrator performance evaluation

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth*
> 65	The majority of students demonstrated high growth

* This recommendation should only be applied after reviewing the distribution of the data.

When a group of students has a median SGP between 35 and 65 but most of the students actually fall in the high and low growth categories — with few showing moderate growth — there would be a different interpretation that must be reflected in the growth indicator.

Before using the median SGP as 20 percent of an administrator's evaluation, it is important to determine whether sufficient student growth percentile data are available to apply to the evaluation. Minimum requirements for sufficient data are:

Data from at least 40 students are available, possibly from multiple years;

Data from students are representative of students in the school; and

Data from at least two years are available; three years should be reviewed whenever possible.

Table B shows how SGPs should be incorporated into administrators' performance evaluations when the above conditions are met. Note that when there are insufficient SGPs to be representative of students in the school, it may still be appropriate to use SGPs as one component of the evaluation of student

academic progress but at a lower percentage; in such cases, other validated quantitative measures of growth should be incorporated.

Figure 2.5: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Administrator Performance Evaluations*

Administrator	Application of Student Growth Percentiles	Other Measures of Student Growth and Achievement
Elementary School and Middle School	20 percent of the total evaluation based on student growth percentiles*	20 percent of the total evaluation based on other measures of student academic progress. Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.
High School	Not applicable	40 percent of the total evaluation based on measures of student academic progress other than the SGP. Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress. Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.

* When there are not sufficient SGPs to be representative of students in the school, it may be appropriate to use student growth percentiles as one component of the student academic progress standard but at less than 20 percent of the full evaluation, incorporating other validated quantitative measures of growth.

Figure 2.6: *Gain Score Equation*

$\text{Student Gain Score} = \frac{\text{Student Learning End Result} - \text{Student Learning Beginning Score}}{\text{Student Learning Beginning Score}}$
--

Figure 2.7: Goal Setting Process⁶

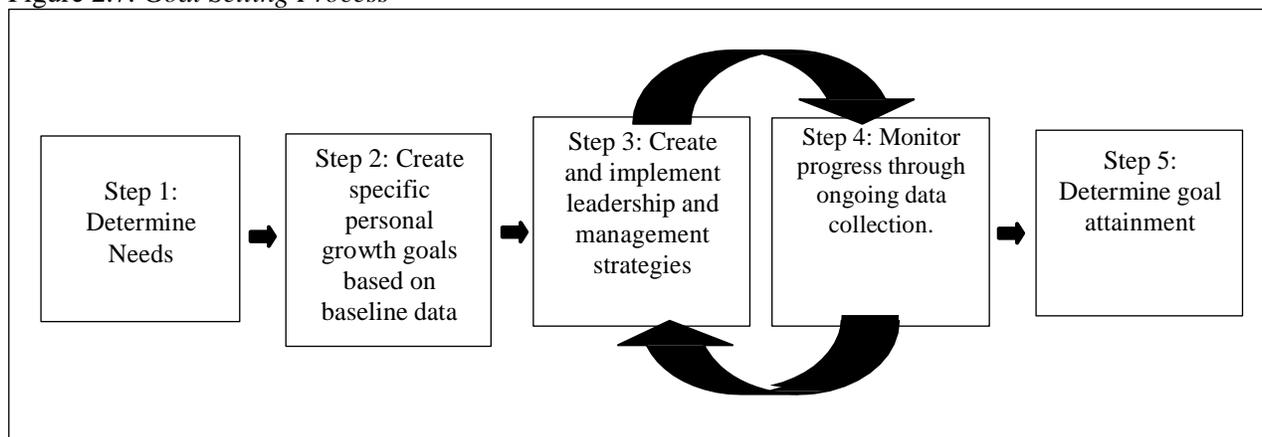


Figure 2.8: Acronym for Developing Goals

Specific:	The goal is focused.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the administrator’s control to effect change.
Realistic:	The goal is feasible for the administrator and/or school.
Time limited:	The goal is contained within a single school year.

Rating Performance/Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from “Exemplary” to “Unacceptable.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “Exemplary” and “Proficient”) and provides two levels of feedback for administrators not meeting expectations (i.e., “Developing/Needs Improvement” and “Unacceptable”). The definitions in Figure 2.9 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*

Figure 2.9: Definitions of Terms Used in Rating Scale

Cat.	Description	Definition
Exemplary	The administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: sustains high performance over the evaluation cycle empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate serves as a role model to others
Proficient	The administrator meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress.	Effective performance: consistently meets the requirements contained in the job description as expressed in the evaluation criteria engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate demonstrates willingness to learn and apply new skills
Developing/Needs Improvement	The administrator is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the administrator’s performance is lacking in a particular area. The administrator often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress.	Below acceptable performance: requires support in meeting the standards results in less than expected quality of student academic progress requires administrator professional growth be jointly identified and planned between the administrator and evaluator
Unacceptable	The administrator consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress.	Ineffective performance: does not meet the requirements contained in the job description as expressed in the evaluation criteria results in minimal student academic progress may contribute to a recommendation for the employee not being considered for continued employment

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all administrators.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined expectations.

Cumulative Summative Rating

Performance standards 1 – 6 will each be worth 10 percent of the evaluation, with Standard 7 accounting for 40 percent of the evaluation. Scores/overall cumulative rating will be calculated using the following scale/range of scores:

- | | |
|----------------------------------|--|
| Exemplary = 4 | Exemplary = 35 - 40 |
| Proficient = 3 | Proficient = 26 - 34 |
| Developing/Needs Improvement = 2 | Developing/Needs Improvement = 20 - 25 |
| Unacceptable = 1 | Unacceptable = 10 - 19 |

Frequency of Summative Evaluation

Summative evaluations should be completed during the last week of school or by June 10. Figure 2.10 details evaluation schedules for all components of the evaluation system.

Note: Regardless of the overall total points earned, a administrator who receives three or more developing/needs improvement ratings on individual performance standards will receive an overall rating of developing/needs improvement or unacceptable. Administrators who receive on unacceptable rating on a performance standard may receive an overall unacceptable rating.

Figure 2.10: Evaluation Schedule

Timeline	Activity for Professional Development	Tasks or Document	Responsibility	
By August 15	Administrator conduct self-evaluation	Administrator Self-Evaluation Form		✓
By August 25	Administrators submit goal setting form	Student Academic Progress Goal Setting Form		✓
By December 15	Administrators conduct teacher/staff survey	Teacher/Staff Survey Summary Form		
By March 15	Evaluators conduct observation/walkthroughs	Observation/Walkthrough Form	✓	
At the beginning of second semester	Evaluators/administrators conduct midyear review of goal	Student Academic Progress Goal Setting Form	✓	✓
Early in second semester	Evaluators complete/share results of interim evaluation with new administrators	Administrator Interim Performance Review	✓	
By May 1	Evaluators review document log	Documentation Log	✓	✓

By last week of school or by June 10	Evaluators complete summative evaluation of all administrators	Administrator Summative Performance Report	✓	
--------------------------------------	--	--	---	--

Improving Administrator Performance

Supporting administrators is essential to the success of schools. Many resources are needed to assist administrators in growing professionally. Sometimes additional support is required to help administrators develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a division-level discussion between the evaluator and the administrator. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying an administrator of performance that *requires* improvement due to less-than-proficient performance.

The tools may be used independently of each other. Figure 2.11 highlights key differences between the two processes.

Figure 2.11: *Two Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For administrators who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth	For administrators whose work is in the “developing/needs improvement” “unacceptable” categories
Initiates Process	Evaluator or administrator	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the division level	Form Required: <i>Performance Improvement Plan</i> Division level Superintendent is notified
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the administrator In some instances, little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i> .	Sufficient improvement – recommendation to continue employment Inadequate improvement, recommendation to continue on <i>Performance Improvement Plan</i> OR dismiss the employee

Support Dialogue

The *Support Dialogue* is initiated by evaluators or administrators at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support*

Dialogue process should not be construed as applying to poor performing administrators. The option for a *Support Dialogue* is open to any administrator who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the administrator's growth (see prompts in Figure 2.12) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and administrator meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 2.12).

Figure 2.12: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?

What have you tried to address the concern of _____ (tell specific concern)?

What support can I or others in the division provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?

What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by an administrator seeking self-improvement, the evaluator and the administrator may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For administrators for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the administrator's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

Performance Improvement Plan

If an administrator's performance does not meet the expectations established by the school division, the administrator will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support an administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an administrator whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a administrator receives two or more "Not Evident" ratings at the interim review;
- a rating of "Developing/Needs Improvement" on two or more performance standards; or
- a rating of "Unacceptable" on one or more performance standards or an overall rating of "Unacceptable."

Implementation of Performance Improvement Plan

When an administrator is placed on a *Performance Improvement Plan*, the evaluator must:

- a) provide written notification to the administrator of the area(s) of concern that need(s) to be addressed;
- b) formulate a *Performance Improvement Plan* in conjunction with the administrator; and
- c) review the results of the *Performance Improvement Plan* with the administrator within established timelines.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the administrator to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

- a) Sufficient improvement has been achieved; the administrator is no longer on a *Performance Improvement Plan* and is rated "Proficient."
- b) Partial improvement has been achieved but more improvement is needed; the administrator remains on a *Performance Improvement Plan* and is rated "Developing/Needs Improvement."
- c) Little or no improvement has been achieved; the administrator is rated "Unacceptable."

When an administrator is rated "Unacceptable," the administrator may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the administrator is rated "Unacceptable" a second time, the administrator will be recommended for dismissal.

Request for Review of an "Unacceptable" Rating

The administrator may request a review of the evidence **in** relation to an "Unacceptable" rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

Part III: Forms

Part III contains forms used during the supervision of administrators (Figure 3.1). The evaluator maintains the forms and provides copies to the administrator. At a minimum, the evaluator retains copies of the completed Observation/Walkthrough Form, Documentation Cover Sheet (if used), Student Academic Progress Goal Setting Form, Administrator Interim/Annual Report, Administrator Summative Performance Report, and Performance Improvement Plan (if needed).

Figure 3.1: Forms

Forms		Documentation Completed by	
		Evaluator	Administrator
Self-Evaluation	Administrator Self-Evaluation Form		✓
Observation/Walkthroughs	Observation /Walkthrough Form	✓	
Documentation	Documentation Cover Sheet (optional)		✓
Surveys (Produced each school year)	Teacher/Staff Survey		✓
	Survey Summary Form		✓
Goal Setting	Student Academic Progress Goal Setting Form	✓	✓
Reports	Administrator Interim/Annual Report	✓	
	Administrator Summative Performance Report	✓	
Improvement	Performance Improvement Plan Form	✓	

Administrator Self-Evaluation Form

Directions: Administrators should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Administrator: _____

Date: _____

1. Instructional Leadership

Areas of strength:

Areas needing work/strategies for improving performance:

2. School Climate

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources Management

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Management

Areas of strength:

Areas needing work/strategies for improving performance:

5. School and Community Relations

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress/Professional Support

Areas of strength:

Areas needing work/strategies for improving performance:

Observation/Walkthrough Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from formal observations or administrative walkthroughs. Suggested guiding questions for discussion are listed under each standard.

Administrator: _____ **Date:** _____

Evaluator: _____

1. Instructional Leadership

Suggested Guiding Questions/Prompts:

What opportunities have you created this year for collaboration among teachers?

How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?

How do you make sure curriculum standards are taught by the teachers and mastered by the students?

How do you monitor teachers' performance and provide constructive feedback to them?

What types of teacher learning and development activities or programs have you participated in this year? What have you learned?

How do you involve the expertise of teacher leaders?

Comments:

Performance Standard 2: School Climate

Suggested Guiding Questions/Prompts:

Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.

What are the strategies you use to nurture and sustain a climate of trust in your school?

Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.

What are the internal and external factors that you perceive are affecting your school?

How have you strived this year to make the school environment more academically rigorous?

Comments:

Performance Standard 3: Human Resources Management

Suggested Guiding Questions/Prompts:

Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.

In what ways do you support the achievements of high-performing teachers?

How do you ensure new teachers and staff receive the support they need during their first year?

How do you foster an atmosphere of professional learning among staff?

What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

Comments:

Performance Standard 4: Organizational Management

Suggested Guiding Questions/Prompts:

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Comments:

Performance Standard 5: School and Community Relations

Suggested Guiding Questions/Prompts:

How do you engage in open dialogue with multiple stakeholders from the larger school community?

How do you involve parents and families in student learning?

How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?

Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

Comments:

Performance Standard 6: Professionalism

Suggested Guiding Questions/Prompts:

How do you communicate professional beliefs and values to all stakeholders?

Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.

What professional learning have you sought out this year?

In what ways have you observed a change in your role as a school leader and your leadership style?

In what ways do you take an active role in professional organizations?

Comments:

Performance Standard 7: Student Academic Progress

Suggested Guiding Questions/Prompts:

What is the goal setting process in your school for student academic achievement?

Please give some examples of the goals your school has set this year that are directly associated with student achievement.

Please explain how interventions are designed and implemented to support student learning.

What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?

How do you empower teachers to be truly engaged in improving student success?

Comments:

Evaluator's Signature

Date

Documentation Cover Sheet

Directions: The administrator should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation also may need to be supplemented with conversation, discussion, and/or annotations to clarify the administrator's practice and process for the evaluator.

Administrator: _____

School: _____ **School Year:** _____

Standard	Documentation Included
<p>1. Instructional Leadership <i>The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i></p>	
<p>2. School Climate <i>The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i></p>	
<p>3. Human Resources Management <i>The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.</i></p>	
<p>4. Organizational Management <i>The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p>	
<p>5. School and Community Relations <i>The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</i></p>	
<p>6. Professionalism <i>The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p>	
<p>7. Student Academic Progress/Support <i>The administrator's leadership results in acceptable, measurable student academic progress based on established standards.</i></p>	

Student Academic Progress Goal Setting Form

Directions: This form is a tool to assist administrators in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Administrator: _____

School: _____ **School Year:** _____

Evaluator: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)		
II. Content/Subject/Field Area (Describe the area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data.)		
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)		
V. Means for Attaining Goal (Check the standard to which the strategies relate.)		
<input type="checkbox"/> 1. Instructional Leadership <input type="checkbox"/> 2. School Climate <input type="checkbox"/> 3. Human Resources Management <input type="checkbox"/> 4. Organizational Management <input type="checkbox"/> 5. Communication and Community Relations <input type="checkbox"/> 6. Professionalism <input checked="" type="checkbox"/> 7. Student Academic Progress		
Strategy	Measurable By	Target Date

VI. Mid-Year Review (Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Admin. Evaluation
VII. End-of-Year Data Results (Describe accomplishments at the end of year.)	<input type="checkbox"/> Data attached

Initial Goal Submission (due by _____ to the evaluator)

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

End-of-Year Review

Appropriate Data Received

Did the strategies used and data provided demonstrate application of professional growth?

Yes **No**

Administrator's Signature: _____ Date: _____

Administrator's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Performance Interim/Annual Performance Report

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from observations/walkthroughs and other appropriate sources. This report is shared at a meeting with the administrator held within appropriate timelines.

Administrator	Date
Evaluator	School Year
<u>Strengths</u>	<u>Areas of Improvement</u>
Administrator Name	Administrator Signature and Date
Evaluator Name	Evaluator Signature and Date

Administrator Summative Performance Report

Administrator Name and Title:	Evaluator Name and Title:
School:	School Year:

Directions: Evaluators use this form to document the observations of the administrator. A copy of this form will be given to the administrator.

1	Performance Indicators	Evidence/Documentation	Points
	1.1 Lead the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan. 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement. 1.3 Analyzes current academic achievement data and instructional strategies to improve overall school effectiveness. 1.4 Possess knowledge of research-based instructional best practices in the classroom. 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. 1.6 Provides teachers with resources for the successful implementation of effective instructional practices. 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices. 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time. 1.9 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.		<div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>
Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
The administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence	The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The administrator inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The administrator does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
2	Performance Indicators	Evidence/Documentation	Points

	<p>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</p> <p>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</p> <p>2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</p> <p>2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.</p> <p>2.5 Maintains a collegial environment and supports the staff through the stages of the change process.</p> <p>2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.</p> <p>2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.</p> <p>2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.</p> <p>2.9 Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.</p> <p>2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.</p> <p>2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.</p>		
3	Performance Indicators	Evidence/Documentation	Points
	<p>Exemplary</p> <p>The administrator seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</p>	<p>Proficient</p> <p>The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement</p>	<p>Developing/Needs Improvement</p> <p>The administrator inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>
			<p>Unacceptable</p> <p>The administrator does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>

	<p>4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.</p> <p>4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.</p> <p>4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.</p> <p>4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.</p> <p>4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.</p> <p>4.6 Reviews fiscal records regularly to ensure accountability for all funds.</p> <p>4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.</p> <p>4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.</p> <p>4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.</p>			
	<p>Exemplary The administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources</p>	<p>Proficient The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>	<p>Developing/Needs Improvement The administrator inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>Unacceptable The administrator inadequately supports, manages, or oversees the school's organization, operation, or use of resources.</p>
5	Performance Indicators		Evidence/Documentation	Points
	<p>5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</p> <p>5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.</p> <p>5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.</p> <p>5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.</p> <p>5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</p> <p>5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.</p> <p>5.7 Provides a variety of opportunities for parent and family involvement in school activities.</p> <p>5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.</p> <p>5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.</p> <p>5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.</p>			

Petersburg City Public Schools
Administrator Performance Evaluation Instrument

	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	
	The administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.	The administrator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.	
6	Performance Indicators		Evidence/Documentation	Points	
	<p>6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.</p> <p>6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.</p> <p>6.3 Maintains a professional appearance and demeanor.</p> <p>6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.</p> <p>6.5 Maintains confidentiality.</p> <p>6.6 Maintains a positive and forthright attitude.</p> <p>6.7 Provides leadership in sharing ideas and information with staff and other professionals.</p> <p>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.</p> <p>6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.</p> <p>6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.</p>			<table border="1" style="width: 100px; height: 100px;"> <tr> <td style="width: 50px; height: 50px;"></td> </tr> </table>	
	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	
	The administrator demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or awards(s).	The administrator fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	<i>The administrator is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</i>	<i>The administrator shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</i>	
7	Performance Indicators		Evidence/Documentation	Points	

	7.1 Collaboratively develops, implements, and monitors school improvement that results in increased student academic progress. 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student progress and school improvement. 7.3 Communicates assessment results to multiple internal and external stakeholders. 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies. 7.5 Utilizes faculty meeting, team/department meeting, and professional development activities to focus on student progress outcomes. 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals. 7.7 Sets benchmarks and implements appropriate strategies. 7.8 Demonstrates responsibilities for school academic achievement through positive interactions with all stakeholders. 7.9 Ensures teachers and student achievement goals are aligned with building level goals for increased student performance.		
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Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
The administrator provides multiple and thorough documentation of achievement goals	Employs a number of strategies and regularly differentiates to make progress towards the established goal	The administrator's leadership results in student academic progress that inconsistently meets the established standard.	The administrator's leadership consistently results in inadequate student academic progress.
35 - 40	26 - 34	20 - 25	10 - 19

Mid -Year Review			
Administrator Signature and Date:			Evaluator Signature and Date:
<i>At this time, all standards are proficient EXCEPT the following circled standards: 1 2 3 4 5 6 7</i>			Initiate Performance Improvement Plan
	Yes	No	
Administrator Signature and Date:			Evaluator Signature and Date:
<i>At this time, all standards are proficient EXCEPT the following circled standards: 1 2 3 4 5 6 7</i>			Initiate Performance Improvement Plan
	Yes	No	
End of Year Review			
Administrator Signature and Date:			Evaluator Signature and Date:
Total Cumulative Summative Rating:			Date:

Performance Improvement Plan Form

Administrator: _____ School: _____

Evaluator: _____ School Year: _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The administrator's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Administrator's Name: _____

Administrator's Signature: _____ Date Initiated: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date Initiated: _____

Results of Performance Improvement Plan^a

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Performance Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The administrator is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected. The administrator is recommended for dismissal.

Administrator's Name: _____

Administrator's Signature: _____ Date Reviewed: _____
 Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator's Name: _____

Evaluator's Signature: _____ Date Reviewed: _____

Pages may be added, if needed.

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Endnotes

¹ Branch, G., Hanushek, E., & Rivkin, S. (2009). p. 1.

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³ Cheng, Y. C. (1994); Griffith, J. (2004); Leithwood, K., & Jantzi, D. (2000); Leithwood, K., & Mascal, B. (2008); Pounder, D. G., Ogawa, R. T., & Adams, E. A. (1995); Ross, J., & Gray, P. (2006); Silins, H., & Mulford, B. (2002).

⁴ Catano, N., & Stronge, J. H. (2006); Stufflebeam, D., & Nevo, D. (1991).

⁵ Joint Committee on Standards for Educational Evaluation. (2009); Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003); Snyder, J. & Ebmeier, H. (1990).

⁶ Stronge, J. H. & Grant, L. H. (2008).