



Employee Evaluation Procedures and Instruments

February 12, 2008

Jeff Thomas Executive Director – Human Capital

Clay McAllester – Employee Relations Administrator

Dr. Steve Nance – Principal Pima Elementary School

Susan Cole – Director of HC Operations and Benefits

Dan Granger- SSPA president

Andi Furlis – Director of Recruitment and Development

Fran Prather – English Teacher/Librarian

Suzanne Armstrong- Lead Peer Evaluator Career Ladder (TOA)

Purpose of Presentation

1. Provide the Governing Board an update on the current status of the employee evaluation process
2. Provide the Governing Board a clear indication of what the next steps will be



FRAMING QUESTION

How does the evaluation process impact the employee's ability to change habits, practices and behaviors to achieve our Vision of 33 Excelling Schools?



Charge to SUSD and Human Capital

District Goal #3: Improving Employee Relations
Objective #2. The District shall perform fair and adequate evaluations of the job performance of the employees.

a. **Organizational Improvement:** The District will develop standardized objective evaluation instruments for the employees no later than July 31, 2008.



Timelines

- ◆ Identified evaluations as an area of concern by the Governing Board during 2005-06 school year.
- ◆ Included in District Goals 2006-07 school year.
- ◆ Addressed in Meet and Confer with employee groups Spring 2006, reaffirmed Spring 2007.
- ◆ Commenced committee work Spring 2007.
- ◆ Loop outs, training Fall 2007/Spring 2008.
- ◆ Report to Governing Board Feb. 12, 2008.
- ◆ Pilot of School Administrator, Classified Spring 2008, Certified Fall 2008.
- ◆ Scheduled to revise Administrator, summer 2008.
- ◆ Full implementation Classified and Administrative 2008-09, Certified 2009-10.



Employees Impacted

Administrative	76
Classified	1358
Certified	<u>1847</u>
Total:	3381

Philosophical Approach

Continuous Improvement

Plan	District Goals, research
Do	Make changes to instruments
Study	Pilot, modify
Act	Implement, evaluate

Classified Evaluation

◆ BACKGROUND

Committee established June 07

Meetings scheduled

- ◆ June 19
- ◆ June 26
- ◆ July 10
- ◆ September 18
- ◆ September 24
- ◆ October 29
- ◆ various e-mail updates and comments

Committee Members:

Marilyn Berna	Human Capital Technician
Patti Bilbrey	Operations Manager, Nutritional Services & Wellness
Jo Faramelli	Instructional Support Para-educator (Navajo)
Dan Granger	SSPA President
Larry Huffaker	Transportation Operations Manager
John Muir	Director of Building Services
Guynell Pfitzer	Administrative Secretary (Cocopah)
Susan Cole	Director of Human Capital Operations, Chair

Classified Committee Reviewed Evaluations from Other Districts/Agencies

- ◆ Apache Junction
- ◆ Paradise Valley
- ◆ Deer Valley
- ◆ Gilbert
- ◆ Mesa
- ◆ Creighton
- ◆ City of Tempe
- ◆ Creighton
- ◆ Northside Independent School District (Texas)

Reviewed and Discussed Key Components:

- ◆ Established 10 Core Evaluation Factors
- ◆ Developed Factor Definitions
- ◆ Discussed and Identified Rating Scale to Differentiate Levels of Performance
- ◆ Employee Comments

Improvements

- ◆ Easy to Understand
- ◆ Ease of Administration
- ◆ Core Evaluation Factors
- ◆ Updated Administration Guidelines
- ◆ Inter-rater Reliability
- ◆ Employee Acceptance

Implementation

- ◆ Notified Classified/Administrative Staff of Newly Developed Evaluation
December, 2007
- ◆ Updated Performance Plan of Improvement
- ◆ Visions - Set-up for Monitoring
- ◆ Building Services Pilot Program
- ◆ LLT/Principal/Supervisor Training
Spring /Summer 2008
- ◆ Full Implementation Spring/Summer 2008



School Administrator Evaluation



Committee Members

Jeff Thomas, Executive Director for Human Capital

Dr. Steve Nance, Principal of Pima School

Charles Grisier, Principal of ANLC

Rhonda Rickard, Principal of Sierra Vista Academy

Nancy Hudson, Principal on Assignment, Yavapai School

Mary Loehnis, Assistant Principal of Mountainside M.S.

Gena Aikman, Assistant Principal of Aztec School

Karen Hearn, Community Schools

Sylvia Cohen, Lead Psychologist

Marla Abramowitz, Coordinator of Youth Development

Clay McAllester, Employee Relations Administrator



TIMELINE

- 3/22/07 Held our initial meeting to discuss guidelines and purpose of the committee in support of 33 Excelling Schools
- 5/10/07 Began looking at other evaluations using the ISLLC Standards
- 11/1/07 Shared the Missouri model as possible template for Scottsdale and decided to incorporate a rubric and self reflection
- 11/7/07 Introduced to the Wallace Foundation and Principal Coaches
- 11/19/07 Decided to incorporate a rubric and self reflection
- 11/30/07 Introduced and evaluated the rubric
- 12/3/07 Altered the language of the rubric
- 12/13/07 Shared with principals at the Principals' meeting to elicit feedback
- 1/15/08 Met with the SAA Executive Board
- 1/24/08 Held break-out session at the principals' meeting to discuss what the documentation would provide evidence of "distinguished"



*The 21 Responsibilities
of the
School Leader (Marzano)*

Finding: Leadership & Student Achievement

Average correlation (r) between principal leadership behavior & school achievement is .25

This means ...

A one standard deviation increase in teacher perceptions of principal leadership is associated with a **10 percentile point gain** in school achievement.

First-order Change Implications

Correlations (r) with Student Achievement

1. Monitor/evaluate (.27)
2. Culture (.25)
3. Ideals and beliefs (.22)
4. Knowledge of CIA (.25)
5. Involvement in CIA (.20)
6. Focus (.24)
7. Order (.25)
8. Affirmation (.19)
9. Intellectual stimulation (.24)
10. Communication (.23)
11. Input (.25)
12. Relationships (.18)
13. Optimize (.20)
14. Flexibility (.28)
15. Resources (.25)
16. Contingent rewards (.24)
17. Situational awareness (.33)
18. Outreach (.27)
19. Visibility (.20)
20. Discipline (.27)
21. Change agent (.25)

9 of the 21 Responsibilities are Necessarily the Purview of the Principal and are the Foundations for Establishing a Purposeful Community

1. Monitor/evaluate (.27)
2. Culture (.25)
3. Ideals and beliefs (.22)
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5. Involvement in CIA (.20)
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21. Change agent (.25)

Interstate School Leaders Licensure Consortium ISLLC Standards

Based on a Council of Chief State School Officers (CCSSO) survey completed in 2005, forty-six states have leadership standards for administrator certification and preparation programs, and forty-one states report that they adopted or adapted the ISLLC Standards or confirmed alignment of state standards with ISLLC. The ISLLC Standards have become a national model of leadership standards and serve as common language of leadership expectations across differences in state policies.

Interstate School Leaders Licensure Consortium (ISLLC)

Standards have been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA)

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 school community.

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

Standard 4 : A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.



Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A 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.

Next Steps

- Pilot the evaluation this spring with all assistant principals, all new principals, and any interested veteran principals
- Revise the instrument this summer based on feedback from this spring
- Full implementation beginning Aug. 2008



Summary

- ✓ Supported by Marzano's Research
- ✓ Based on ISLLC Standards
- ✓ Supported with a Rubric
- ✓ Requires Closer Monitoring by Supervisors
- ✓ Encourages Goal Setting and Self-Reflection

Supports our Vision of 33 Excelling Schools

x Previous Checklist

Certified Evaluation

◆ Background

Standing Committee in TEA, focus on district goal Spring 2007

Current Committee members

Suzanne Armstrong

Lead Peer Evaluator Career Ladder (TOA)

Chris Asmussen

Principal, Mountainside

Jim Bailey

Fourth Grade Teacher, Tavan

Wendy Cohen

Principal, Yavapai

Susie Fischbein

Math Curriculum Specialist (TOA)

Andi Fournalis

Director of Recruitment & Professional Develop

Trina Ganster

Assistant Principal, Desert Mountain

Sandy Lundberg

Assistant Principal, Desert Mountain

Michael Kelley

Professor, Arizona State University West

Eric Kurland

SEA President

Fran Prather

English Teacher/Teacher Librarian, Saguaro

Lois Sugar

Gifted Specialist, Mountainside Middle

Susan Thomas

Assistant Principal, Anasazi

Continuous Improvement Work of the Committee

◆ PLAN

- Committee began meeting monthly in April 2007 to review district goals and best practice research
- Reviewed the current Teacher Evaluation (Teacher Performance Assessment Instrument-TPAI) and Guide for Implementation
- Analyzed evaluation systems in high performing districts across the nation
- Compared current TPAI to the Arizona Professional Teacher Standards
- Reviewed the results work of previous committee work on same task

General Belief Statement

- ◆ The committee has determined we will be successful in the end if:

The primary objective of the teacher evaluation is to assess quality of instruction and promote dialogue to encourage continuous teaching improvement and student learning.

What would change?

- ◆ Most of revision is on format and structure; content revision is to fine tune and better align with Arizona Professional Teaching Standards.
- ◆ These changes reflect current research on best teaching and learning practices, with a major innovation occurring in the area of teacher reflection and collaboration.
- ◆ Creation of rubrics to define expected performance for novice teachers as well as continuing and master teachers.
- ◆ More efficient use of administrator time and Career Ladder resources
- ◆ Teacher evaluation aligned philosophically with administrator evaluation process.

Why the changes?

- ◆ Current research recognizes the quality of the classroom teacher as the most significant school based contributor to student learning.
- ◆ Purposeful and embedded professional goal setting, collaboration, and reflection positively impact student learning.
- ◆ In order to be authentic and reliable, the instrument needs to recognize the development of the teacher.
- ◆ To foster an environment of continuous improvement.

Next Steps

◆ DO

- Spring 2008
- Learn more about how Career Ladder processes can support the goals of the revised TPAI
- Share *draft* version of revised TPAI and rubrics with administrators and teachers, gather feedback.

Next steps continued

◆ STUDY

- Fall 2008
Implement with a pilot group
- Modify instrument as a result of feedback

ACT

- Fall 2009
Implement and evaluate modified evaluation with all teachers

Questions?

Resources

- ◆ Teacher Evaluation to Enhance Professional Practice

Danielson, Charlotte

- ◆ School Leadership That Works: From Research to Results

Marzano, Robert

- ◆ Arizona Professional Teacher Standards
- ◆ National Board of Professional Teacher Standards
- ◆ Interstate School Leaders Licensure Consortium Standards