

## **307 ADMINISTRATIVE SUPERVISION, PERFORMANCE IMPROVEMENT AND EVALUATION**

### **I. PURPOSE**

The purpose of this policy is to define the school district administration's supervision, performance improvement and evaluation process.

### **II. GENERAL STATEMENT OF POLICY**

The primary function of Alexandria Public Schools is to help students learn and develop. A qualified professional staff with effective administrative leadership is needed to optimize the learning process. An effective, ongoing professional development and administrative evaluation program will assist in maximizing an administrator's effectiveness program.

The administrative evaluation and supervision program's purpose is to:

- A. Enhance the learning process for administrators
- B. Provide a basis for administrative recognition
- C. Provide a basis for awarding ongoing contract status
- D. Provide a basis for administrative performance improvement
- E. Provide a basis for, if necessary, administrative disciplinary action, including termination

The program will include two major components – formal evaluation (Section IV) and professional improvement (Section V). All administrators will be identified and initially placed into one of these components by the district's superintendent or his/her designee. After which, each administrator will follow the performance review cycle to receive regular evaluation and professional improvement opportunities as noted in Section VI.

### **III. ADMINISTRATIVE RESPONSIBILITY AREAS**

District administrators' major areas of responsibility are:

- A. Leadership
- B. Data Collection and Problem Analysis
- C. Organizational Oversight

- D. Implementation Skills
- E. Instruction and Learning Environment
- F. Curriculum/Program Design
- G. Student Guidance and Development
- H. Staff Development and Training
- I. Measurement and Evaluation
- J. Resource Allocation
- K. Motivation and Sensitivity
- L. Communication Skills
- M. Policy and Governance
- N. Public and Media Relations

#### **IV. FORMAL EVALUATION**

- A. Criteria for Evaluation

The criteria for the evaluation will center around the major responsibilities of the administrator. These areas may be clarified to match the specific work responsibilities of each administrator. The performance measurements, self-assessments and goal setting forms are noted in Appendix A.

- B. Administrators With Continuing Contract Rights

Pursuant to Minnesota State Statutes, administrators shall be placed into two categories – probationary and continuing contract (tenure status).

- 1. Probationary Administrative Evaluations:

Administrators who are in a probationary status will be observed in a variety of administrative settings and will receive a minimum of three written observations per year. The observation reports will be shared with the individual administrator and kept with the superintendent. The administrator also may be requested to demonstrate his/her skill level through work samples. An end-of-the-year summative evaluation will be completed by the superintendent. The evaluation will identify whether the administrator is performing at an acceptable level for the identified criteria area. Probationary administrators will be recommended for continuing contract status, pursuant to Minnesota State Statute, and shall be presented to the school board by the superintendent.

2. Tenured Administrative Evaluations:

Tenured administrators are administrators with continuing contract rights and shall be formally evaluated a minimum of every two years. The administrators will be observed and conferenced a minimum of three times since the previous evaluation. The administrator also may be requested to demonstrate his/her skill level through work samples. At the end of the year in which the administrator is being formally evaluated, a written evaluation will be completed. The evaluation shall identify the performance level of the administrator in the identified criteria areas and identify possible areas of performance improvement.

C. Administrators Without Continuing Contract Rights

Administrators who have term contracts with the school district will be formally evaluated annually for their first three years of employment with District 206. After three successfully completed years of service, the administrator will be formally evaluated a minimum of every two years.

The administrators will be observed and conferenced by their direct supervisor a minimum of three times since the previous formal evaluation. At the end of the year in which the administrator is being formally evaluated, a written evaluation shall be completed. The formal evaluation shall identify the performance level of the administrator in the identified criteria areas and identify possible areas of performance improvement.

D. Administrative Notification

Administrators exhibiting a performance that is not in accordance with work agreement duties or professional responsibilities of his/her job performance may be placed on administrative notification by the superintendent. This notification will be in writing.

The administrative notification will identify the areas of concern and a plan of action which include the necessary support and opportunities to correct the concerned areas (i.e. time, materials, resources, conferences). The administrative notification will be lifted when the administrator's plan of action has been accomplished or satisfactory performance in the identified deficiency areas has been reached. Administrators who do not satisfactorily accomplish a plan of action and/or reach satisfactory performance will have his/her plan of action revised or be notified of the district's intent to seek further disciplinary action.

When an administrator is being placed on administrative notification, a conference will be held with the administrator. The administrator will have a right to representation at the conference.

E. Administrative Disciplinary Procedure

In the event an administrator exhibits behavior which is not in accordance with contractual duties or professional responsibilities of his/her performance, disciplinary action shall occur to rectify the concerns and/or deficiencies. These actions include but are not limited to:

1. Oral warning and reprimand
2. Written reprimand to be filed in the administrator's personnel folder
3. Suspension with pay
4. Suspension without pay
5. Administrative notification work plan
6. Nonrenewal
7. Termination

The administrator will have the right to representation at any conference where disciplinary action is being pursued.

## **V. PROFESSIONAL IMPROVEMENT**

- A. The purpose of the professional improvement phase is to improve, enhance and strengthen an administrator's skills and performance. This phase will identify specific goals and strategies for addressing an individual's professional growth. This phase will last approximately one year.
- B. The phase will include the development of an administrator's professional improvement plan during the first quarter of the year and is to be completed with the administrator's direct supervisor. The plan will identify professional improvement goals, strategies to meet the identified goals and an assessment process of the improvement plan. Upon completion of the plan, implementation will occur. At the end of the phase, a written assessment of the progress in the plan will be completed.

The strategies to meet the goals will include:

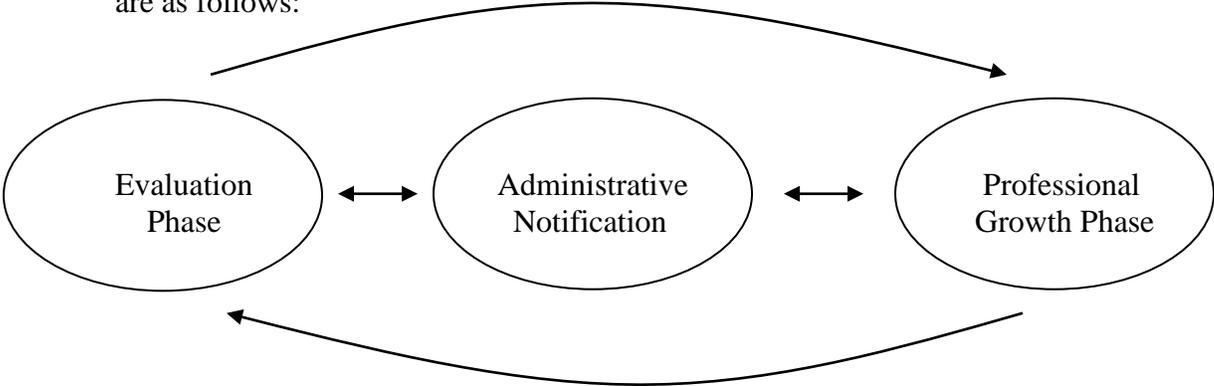
1. Specific tasks or action items
2. Timeline
3. Personnel responsible
4. Budget (if appropriate)

The strategies are intended to be individualized and specific to the needs of the administrator and include but are not limited to:

1. Peer coaching
2. Clinical supervision
3. Workshops and conferences
4. Graduate courses (expenses are responsibility of the administrator)
5. Study groups
6. Mentoring opportunities

**VI. ADMINISTRATIVE PERFORMANCE REVIEW CYCLE**

A. The entire administrative performance review cycle outlined in Sections IV and V are as follows:



- B. Supervision will be conducted by the administrator’s direct supervisor.
- C. Teacher and administrative peers may be incorporated into the process, if mutually agreed upon by both the superintendent and the administrator.
- D. No documentation will be placed in the administrator’s personnel file without the administrator being notified. The administrator will have an opportunity to comment in writing to any inclusion in the file.
- E. If performance pay options are available to the administrators, these performance pay options are separate from the evaluation process.

Policy Adopted: 1/22/01  
Policy Reviewed: 8/20/2018, 9/27/21  
Alexandria Public School District - No. 206  
Alexandria, Minnesota

APPENDIX A

Department Leader Performance Measurements

Performance Measure 1

Visionary Leadership	Department Leader				Reporting Supervisor				
	D	A	S	U	D	A	S	U	NA
1. Collaboratively develop and implement a shared vision and mission.									
2. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning.									
3. Create and implement plans to achieve goals.									
4. Promote continuous and sustainable improvement.									
5. Monitor and evaluate progress and revise plans.									

Performance Measure 2

Organizational Improvement	Department Leader				Reporting Supervisor				
	D	A	S	U	D	A	S	U	NA
1. Nurture and sustain a culture of collaboration, trust, learning and high expectations.									
2. Create a personalized and motivating work environment.									
3. Develop the leadership capacity of staff.									
4. Maximize time spent on department goals.									
5. Promote the use of the most effective and appropriate technologies to support effective practice.									

**Performance Measure 3**

Effective Management	Department Leader				Reporting Supervisor				
	D	A	S	U	D	A	S	U	NA
1. Monitor and evaluate the management and operational systems.									
2. Obtain, allocate, align and effectively use human, fiscal and technological resources.									
3. Promote and protect the welfare and safety of students and staff.									
4. Develop the capacity for adaptive leadership.									
5. Build a collaborative and service orientated work environment.									

**Performance Measure 4**

Ethical Leadership	Department Leader				Reporting Supervisor				
	D	A	S	U	D	A	S	U	NA
1. Build and sustain productive relationships with community partners.									
2. Model principles of self-awareness, reflective practice, transparency and ethical behavior.									
3. Evaluate the potential ethical and legal consequences of decision-making.									

# Principal Self-Assessment and Professional Growth Goal Setting

Principal \_\_\_\_\_ Superintendent \_\_\_\_\_  
 School \_\_\_\_\_ School Year \_\_\_\_\_

**Instructions for Principals:**

- A. Consider past summative evaluations and evaluator/superintendent feedback.
- B. Using the Performance Measure and Indicator Rubric, assess yourself as follows for each indicator of leadership practice:
  - UN - Unsatisfactory:** The principal does not meet acceptable standards for performance.
  - DE - Developing:** The principal does not meet standards for performance but demonstrates adequate growth toward meeting standards during the period of performance.
  - PR - Proficient:** The principal demonstrates basic competence on standards of performance.
  - AC - Accomplished:** The principal exceeds basic competence on standards for performance most of the time.
  - DI - Distinguished:** The principal consistently and significantly exceeds basic competence on standards of performance. Identify supporting evidence and add reflections for your ratings.
- C. Reflecting on the entire self-assessment, summarize the areas of strength in your leadership practices.
- D. Summarize up to two areas of growth in your leadership practices. Draft your growth goal in each area, the strategies you will undertake, any resources or support that you need associated with the goal's strategies, and the target date for and evidence of completing strategies. The Principal Growth and Improvement Plan from the last summative evaluation should be integrated into goals and strategies.

**Instructions for Evaluator/Superintendent:**

- A. Review the principal's self-assessment.
- B. Comment on professional growth goals and individual school performance goals, indicating areas of agreement and any needed changes.
- C. Conference with principal to review the self-assessment and comments. Finalize professional growth goals and strategies that the principal will undertake for professional growth in identified areas.

**This evaluation will be comprised in sum:** 50% Supervisor Evaluation; 35% School Performance Measures (Value-added Data); 15% Stakeholder (Survey) Feedback

PERFORMANCE MEASURE 1 Strategic Leadership	Principal					Superintendent				
	UN	DE	PR	AC	DI	UN	DE	PR	AC	DI
<ul style="list-style-type: none"> <li>Creates conditions that result in the shared and strategic creation of the schools' vision, mission, and goals</li> </ul>										
<ul style="list-style-type: none"> <li>Creates a climate of intellectual inquiry and informed opinions that challenge the school community to seek positive change and set high standards for all students</li> </ul>										
<ul style="list-style-type: none"> <li>Develops strategic pathways to reach vision, mission, and building and district goals</li> </ul>										
Evidence and reflection in support of the ratings:										
PERFORMANCE MEASURE 2 Instructional Leadership	Principal					Superintendent				
	UN	DE	PR	AC	DI	UN	DE	PR	AC	DI
<ul style="list-style-type: none"> <li>Sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners.</li> </ul>										
<ul style="list-style-type: none"> <li>Knowledgeable about best curriculum and instruction as well as emerging education practices</li> </ul>										

<ul style="list-style-type: none"> <li>Refreshes best curriculum, instruction, and emerging education practices knowledge through ongoing professional development</li> </ul>										
<ul style="list-style-type: none"> <li>Uses information, including student performance assessment data to create programming within the school to promote top achievement for all students</li> </ul>										
Evidence and reflection in support of the ratings:										
<b>PERFORMANCE MEASURE 3 Managerial Leadership</b>	<b>Principal</b>					<b>Superintendent</b>				
	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>
<ul style="list-style-type: none"> <li>Promotes and creates a safe, efficient, and effective learning environment</li> </ul>										
<ul style="list-style-type: none"> <li>Ensures recruitment, induction, support, evaluation, development, and retention of high-performing staff</li> </ul>										
<ul style="list-style-type: none"> <li>Engages in best professional practices regarding budgets, schedules, staff, and other resources to secure best results for all students</li> </ul>										
Evidence and reflection in support of the ratings:										
<b>PERFORMANCE MEASURE 4 Cultural Leadership</b>	<b>Principal</b>					<b>Superintendent</b>				
	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>
<ul style="list-style-type: none"> <li>Understands the important role of culture as a contributor to student and school success</li> </ul>										
<ul style="list-style-type: none"> <li>Honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride</li> </ul>										
<ul style="list-style-type: none"> <li>Helps build a strong and positive sense of community in the school</li> </ul>										
Evidence and reflection in support of the ratings:										
<b>PERFORMANCE MEASURE 5 Communications Leadership</b>	<b>Principal</b>					<b>Superintendent</b>				
	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>
<ul style="list-style-type: none"> <li>Communicates purposefully with internal and external stakeholders</li> </ul>										
<ul style="list-style-type: none"> <li>As a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances</li> </ul>										
<ul style="list-style-type: none"> <li>Communicates clearly, appropriately, and effectively to different audiences and individuals</li> </ul>										

<ul style="list-style-type: none"> <li>Actively listens and seeks to clarify the information and intent of other communicators in the school environment</li> </ul>										
Evidence and reflection in support of the ratings:										
<b>PERFORMANCE MEASURE 6</b> <b>School Community Leadership</b>	<b>Principal</b>					<b>Superintendent</b>				
	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>
	<ul style="list-style-type: none"> <li>Designs structures and processes that result in community engagement, support, and ownership</li> </ul>									
<ul style="list-style-type: none"> <li>Understands the school community within the social and political context of the broader community</li> </ul>										
<ul style="list-style-type: none"> <li>Creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools</li> </ul>										
Evidence and reflection in support of the ratings:										
<b>PERFORMANCE MEASURE 7</b> <b>Ethical and Professional Leadership</b>	<b>Principal</b>					<b>Superintendent</b>				
	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>	<b>UN</b>	<b>DE</b>	<b>PR</b>	<b>AC</b>	<b>DI</b>
	<ul style="list-style-type: none"> <li>Works collaboratively with the school staff and community members, fulfills professional responsibilities with honesty and integrity, and serves as a model of professional behavior</li> </ul>									
<ul style="list-style-type: none"> <li>Knowledgeable about state and federal statutes and school policy</li> </ul>										
Evidence and reflection in support of the ratings:										

<b>AREAS OF STRENGTH</b>

## Cabinet Member Performance Measurements

### Performance Measure 1

Visionary Leadership	Cabinet				Superintendent				
	D	A	S	U	D	A	S	U	NA
1. Collaboratively develop and implement a shared vision and mission.									
2. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning.									
3. Create and implement plans to achieve goals.									
4. Promote continuous and sustainable improvement.									
5. Monitor and evaluate progress and revise plans.									

### Performance Measure 2

Organizational Improvement	Cabinet				Superintendent				
	D	A	S	U	D	A	S	U	NA
1. Nurture and sustain a culture of collaboration, trust, learning and high expectations.									
2. Create a personalized and motivating work environment.									
3. Develop the leadership capacity of staff.									
4. Maximize time spent on district and department goals.									
5. Promote the use of the most effective and appropriate technologies to support effective learning and production practices.									

**Performance Measure 3**

Effective Management	Cabinet				Superintendent				
	D	A	S	U	D	A	S	U	NA
1. Monitor and evaluate the management and operational systems.									
2. Obtain, allocate, align and effectively use human, fiscal and technological resources.									
3. Promote and protect the welfare and safety of students and staff.									
4. Develop the capacity for adaptive leadership.									
5. Build a collaborative and service orientated environment.									

**Performance Measure 4**

Ethical Leadership	Cabinet				Superintendent				
	D	A	S	U	D	A	S	U	NA
1. Build and sustain productive relationships with community partners.									
2. Model principles of self-awareness, reflective practice, transparency and ethical behavior.									
3. Evaluate the potential ethical and legal consequences of decision-making.									