South Bend Community Schools

Educator Growth & Proficiency System: Administrators



**2013-2014 Edition**

**8. Year End Self-Assessment** Due 5 days prior to

Cross-referenced to the Year-End Report (Document 11) Year-End Conference

Administrator Date

**A. Building Target Learning Area (BTLA)**

1. Describe the results and provide evidence for the Student SMART Goal (Document 11, Item 1):

2. Describe the results and provide evidence for the Staff SMART Goal (Document 11, Item 3):

3. Provide your overall assessment of progress in the BTLA; relate this to your Theory of Action and your attention to the Superintendent’s goal (Document 11; Item 2):

4. Describe what you did that was most important in producing these results:

5. Describe what you learned and how you will apply your learning, going forward:

**B. Professional Target Learning Area (PTLA) focusing on Collegial Conversation & Coaching**

6.Describe the results and provide evidence of:

(a) focus and effort in the PTLA:

(b) learning in the PTLA:

(c) application throughout the staff:

7. Provide your overall assessment of progress in your PTLA (Document 11, Items 4-6):

8. Describe what you did that produced these results; relate this to your Theory of Action:

**C. Theory of Action**

Consider the reflections above focusing on your Building and Professional Target Learning

Areas in light of the Theory of Action that you proposed at the beginning of the year, and may have

adjusted mid-year.

9. What are your reflections on your Theory of Action?

10. What have you learned about your Theory of Action, and how you will use that,

going forward?

**D. Looking Ahead**

11. Ideas for future focus in your Building Target Learning Area: what might you consider as you

define focus, goals, and action plans?

12. Ideas for future focus in your Professional Target Learning Area of Collegial Conversation &

Coaching: what might you consider as you define focus, outcomes, and action plans?

**E. Self-Assessment on *The Framework for Administrator Growth & Proficiency:***

***Rating Edition***

Use the *Framework for Administrator Growth & Proficiency* and its Rating Edition to self-assess levels of proficiency in each of the three Areas of Performance – 3, 4 & 6 (Document 11, Items 7-9).

1. Reflect on and record evidence for each Area of Performance – Strengths, Areas for Growth, and

Next Steps – using the Elements of Performance to guide consideration and documentation.

1. Referring to the Area’s continuum in the Rating Edition, select the level of proficiency that aligns

with the evidence. Please remember in the event of full alignment with one level (e.g., “On the

Way) and partial alignment with the next higher level (e.g., “Nearly There), choose the lower level.

**Framework for Administrator Growth & Proficiency**

**Area 3: Creating & Maintaining an Effective Environment for Teaching and Learning**

1. Use the Elements of Performance in the *Framework* (3a, 3b, etc.) to provide evidence of specific Strengths and Areas for Growth and some Next Steps. The table for **A.** will expand as needed.
2. Then refer to the continuum in the Rating Edition of the *Framework*, to select the level of proficiency that aligns with the evidence in this Area of Performance.

**A.**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Areas for Growth** | **Next Steps** |
|  |  |  |

**B**. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

NOTE: In the event of full alignment with one level (e.g., “On the Way) and partial alignment

With the next higher level (e.g., “Nearly There), choose the lower level.

**Framework for Administrator Growth & Proficiency**

**Area 4: Engaging and Supporting All Participants in Learning**

**A.** Use the Elements of Performance in the *Framework* (4a, 4b, 4c, etc.) to provide evidence of

specific Strengths and Areas for Growth and some Next Steps. The table for **A.** will expand as needed.

**B.** Then refer to the continuum in the Rating Edition of the *Framework*, to select the level of

proficiency that aligns with the evidence in this Area of Performance.

**A.**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Areas for Growth** | **Next Steps** |
|  |  |  |

**B**. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

NOTE: In the event of full alignment with one level (e.g., “On the Way) and partial alignment

With the next higher level (e.g., “Nearly There), choose the lower level.

**Framework for Administrator Growth & Proficiency**

**Area 6: Developing as Leaders and Educators**

**A.** Use the Elements of Performance in the *Framework* (6a, 6b, etc.) to provide evidence of specific

Strengths and Areas for Growth and some Next Steps. The table for **A.** will expand as needed.

**B.** Then refer to the continuum in the Rating Edition of he *Framework*, to select the level of proficiency that aligns with the evidence in this Area of Performance.

**A.**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Areas for Growth** | **Next Steps** |
|  |  |  |

**B**. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

NOTE: In the event of full alignment with one level (e.g., “On the Way) and partial alignment

With the next higher level (e.g., “Nearly There), choose the lower level.

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**9. Supervisor Preparation** To be completed in the 5-day window

between the Self Assessment due

date and the Year-End Conference.

This process is to prepare a supervisor for *“putting ideas on the table.”* The administrator’s preparation expresses her or his perspective on evidence of success in the Building Target Learning Area (BTLA), Professional Target Learning Area (PTLA), and provides evidence of proficiency and actual self-rating on the *Framework for Administrator Growth & Proficiency* and other administrator Growth & Proficiency criteria in Supervision for Quality Learning.

The supervisor then compares her or his evidence and perspective with that of the administrator, to be prepared for the Exploring and Discovering phases of the *Year-End Conference Protocol*. It is in Exploring and Discovering phase of the conference that evidence is put on the table, always the administrator’s first. Supervisors need to be ready to put their evidence on the table, honoring the collaborative spirit of the Conference. Key tools for the Norm of putting ideas on the table:

**Specific Ways to Make Thinking**

**And Perspective Visible**

* Describe the focus of your point of view.
* Provide specific evidence/data.
* Offer concrete examples.
* Explain your reasoning.
* Reveal your perspective.

**Signaling Intention to Share Your Evidence & Perspective**

🢩 “Here is some additional evidence.”

🢩 “Here are some other data.”

🢩 “Another idea is...”

🢩 “From another perspective...”

**Preparation**

1. **Building Target Learning Area (BTLA)**
2. Review the results and evidence for Student and Staff SMART Goals – as provided by the administrator and any other source you might have.
3. Consider an assessment of progress in the Staff and Student SMART Goals.
4. **Professional Target Learning Area (PTLA)**
5. Review the results and evidence of the administrator’s learning in the PTLA –as provided by the administrator and any other source you might have.

2. Consider an overall assessment of engagement in the PTLA.

1. **Areas of Performance of the *Framework for Administrator Growth & Proficiency***
2. Record and reflect on evidence for each Area of Performance – your own and as provided by

the administrator in the Year-End Self-Assessment (Document 8).

1. Estimate the rating that you would assign; check correspondence with the administrator’s self-ratings.
2. **BTLA, PTLA, *Framework* Areas**

Anticipate the conversation about similarities between and, more importantly, differences between

your evidence, perspectives, and ratings, and those of the administrator.

**E. Other Growth & Proficiency Criteria in Supervision for Quality Learning**

Remind the administrator that in the future other specific Supervision for Quality Learning criteria may be added to address all Areas of Performance, School Improvement, School Climate, and Parent/Community Engagement. Alignment to the Superintendent’s equity objective will be added in 2014-2015.

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**2013-2014 Edition**

**10. Year-End Conference Protocol** Conference Due May 23

Administrator: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are:

**Activating & Engaging**

**(Overall)**

(a) the Building Target Learning Area (BTLA),

(b) the Student SMART Goal, and

(c) the Staff SMART Goal

that are focusing your Supervision for Quality Learning

(SfQL) work?

2. Given this year’s Professional Target Learning Area (PTLA) of

Collegial Conversation & Coaching, what focus is guiding your

learning in this area?

3. What Theory of Action has been serving as your “compass” in

organizing this year’s Growth & Proficiency work?

**A. Building Target Learning Area**

**Exploring & Discovering**

4. What are your impressions of the progress of your slice students in the Building Target Learning Area?

5. Given your impressions, what specifically is the progress of your slice students toward the Student SMART Goal according to the evidence that you have considered? (Document 11, Items 1 & 2)

What does this indicate about the building’s progress toward the objective that “minority students will be equitably represented among the highest achieving students”?

6. Considering the evidence and reflection that you are offering,

together with the evidence that seems important from my

perspective, the rating that seems fitting for Student SMART Goal

progress is… (4, 3, 2, or 1 in the rubric for item 1 In the *Year-End*

*Report).* What are your thoughts and reflections?

7. What are your impressions of the progress of your slice staff in the Building Target Learning Area?

8. Given your impressions, what specifically is the progress of your slice staff toward the Staff SMART Goal according to the evidence that you have considered? (Document 11, Item 3)

9. Considering the evidence and reflection that you are offering,

together with the evidence that seems important from my

perspective, the rating that seems fitting for Staff SMART Goal

progress is… (4, 3, 2, or 1 in the rubric for item 3. In the *Year-End*

*Report).* What are your thoughts and reflections here?

**Organizing & Integrating**

10. What are some factors that have contributed to your slice students’ progress on the Student SMART Goal – perhaps in the Action Plan and/or outside it?

11. What are some factors that have contributed to your slice staffs’

progress on the Staff SMART Goal(s) – perhaps in the Action Plan

and/or outside it?

12. What, specifically, have you done that contributes most to

the results?

**B. Professional Target Learning Area**

**Exploring & Discovering**

13. Focusing now on your Professional Target Learning Area (PTLA) about Collegial Conversation & Coaching, what are your impressions of your progress?

14. Considering your impressions, what specifically is your growth in your application of the conversation templates (Element 6d.) and consistent use of the Norms of Collaboration (Element 6e.)? Where were you on the rubrics when you began this year’s Growth & Proficiency work? Where would you place yourself now?

(Document 11, Items 4-6)

15. Given where you place yourself on the rubric(s), what evidence are you considering that supports these placements on the rubrics?

(Document 11, Items 7-9)

16. Considering the evidence and reflection that you are offering about

your PTLA progress, together with the evidence about Areas of

Performance 3, 4, & 6 of the *Framework* that seems important from

my perspective, the ratings that seem reasonable for Areas 3, 4, and 6

of are… (ratings from Items 4-6 and 7-9 in the *Year-End Report).*

What are your thoughts and reflections here?

**Organizing & Integrating**

17. Considering your progress in your Professional Target Learning Area, what connections are becoming apparent, between your PTLA progress and the progress of your slice students and slice staff on their respective SMART Goals?

18. Specifically, how did your PTLA progress influence the progress of your slice students toward their SMART Goal and slice staff toward theirs?

19. Considering your reflections on progress in the Building Target Learning Area, and your progress in your Professional Target Learning Area, what are your reflections on your Theory of Action?

20. Specifically, what have you learned about your Theory of Action, and how might you apply your learning in the future?

**Planning**

21. Let’s complete Item 10 in the Year-End Report together to provide a profile of your performance this year.

21. As you reflect on your Theory of Action and your Item 10 “profile”, and look forward, how will you be changing your leadership practices?

22. Looking toward next year’s Supervision for Quality Learning work, what are you anticipating in the way of focus in the BTLA and your PTLA?

23. Reflecting on this Year-End conversation, what are you learning? How has this conference supported your Supervision for Quality Learning work?

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**2013-2014 Edition**

**11. Year-End Growth & Proficiency Report**

**and Performance Review** Due 10 days post conference

Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Building Target Learning Area (BTLA)**

1. Student SMART Goal in the Building Target Learning Area:

Progress for each Student SMART Goal.

*Evidence:*

*Rating:* \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| All or most of the SLICE students met or substantially exceeded the target(s) in the Goal. The Goal was met or exceeded. | Most students met the target(s) in the Goal, within a few points in either direction. Substantial progress toward the Goal. | Many students met the target(s), but a notable percentage missed the target(s) by more than a few points. Some progress toward the Goal. | A few students met the target(s), but a notable percentage did not. Little progress toward the Goal. |

*Comments:*

2. Indicator of Student Learning in the BTLA that demonstrates progress toward the Superintendent’s Objective that “minority students (per the Consent Decree) will be equitably represented among the district’s highest achieving students.”

|  |  |  |
| --- | --- | --- |
| **Assessment/Measure** | **Students Assessed** | **Score(s): Baseline & Current** |
|  |  |  |

*Comments:*

3. Staff SMART Goal in the Building Target Learning Area (BTLA):

Progress for each Staff SMART Goal.

*Evidence:*

*Rating:* \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| All or most of the SLICE staff met or substantially exceeded the target(s) in the Goal. The Goal was met or exceeded. | Most staff met the target(s) in the Goal, at or near the target. Substantial progress toward the Goal. | Many staff met the target(s), but a notable percentage missed the target(s). Some progress toward the Goal. | A few staff met the target(s), but a notable percentage did not. Little progress toward the Goal. |

*Comments:*

**II. Professional Target Learning Area (PTLA) focusing on Collegial Conversation & Coaching**

4. Application of Conversation Templates.

*Evidence:*

*Rating:* \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Applies conversation templates for:  (a) Planning, (b) Reflecting,  (c) Planning & Reflecting, &  (d) Calibrating consistently with all staff. Supports others in learning & using the conversation templates. | Uses three of the conversation templates consistently with staff. Supports others in learning & using the conversation templates.  Specify which ones. | Uses two of the conversation templates, perhaps intermittently, with staff. Specify which ones. | Uses one of the conversation templates, perhaps intermittently, with staff. Specify which one. |

*Comments:*

5. Use of the Norms of Collaboration.

*Evidence:*

*Rating:* \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Uses the seven Norms consistently with all staff & students. Uses the Norms at *The Target* or *Nearly There* levels of proficiency (see Norms rubrics in the ***Framework***). Supports others in learning & using the Norms of Collaboration. Advocates for consistent use of the Norms on the part of staff & students. | Uses the first five Norms consistently with staff & students. Uses these Norms at the *Nearly There* level of proficiency (see Norms rubrics in the ***Framework***). Uses Norms 6 & 7 on key occasions. Uses these Norms at *Nearly There* or *On the Way* levels of proficiency. Supports others in learning & using the Norms of Collaboration. | Uses the first four Norms with staff & students. Uses these Norms at the *On the Way* level of proficiency (see Norms rubrics in the ***Framework***). Uses Norms 5, 6 & 7 intermittently. Uses these Norms at with *Getting Started* proficiency. | Demonstrates knowledge of Norms of Collaboration. Uses some Norms on an intermittent basis. Norms that are used are at an *On the Way* level of proficiency (see Norms rubrics in the ***Framework***). |

*Comments:*

6. Year-long engagement on the part of the administrator, focusing on learning and growth in the

Professional Target Learning Area:

*Evidence:*

*Rating:* \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| **A.** Actively pursues & documents  specific professional learning.  **B.** Reflects on impacts in leadership  & teaching practice.  **C.** Engages colleagues in reflecting  on learning & application.  **D.** Engages students in application  of professional learning.  **E.** Applies learning to staff  beyond slice. | Demonstrates three or four of the Level 4 criteria. Specify which ones. | Demonstrates two of the Level 4 criteria. Specify which ones. | Demonstrates one of the Level 4 criteria. Specify which one. |

*Comments:*

7. Year-End Proficiency in Area of Performance 3: Administrators Create and Support Effective

Environments for Teaching and Learning.

*Evidence:*

*Rating:* Use *The Framework for Administrator Growth & Proficiency: Rating Edition*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | **4** | **3** | **2** | **1** |
| **3. Administrators Create and Maintain Effective**  **Environments for Teaching and Learning** |  |  |  |  |

*Comments:*

8. Year-End Proficiency in Area of Performance 4: Administrators Engage and Support All

Participants in Learning.

*Evidence:*

*Rating:* Use *The Framework for Administrator Growth & Proficiency: Rating Edition*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | **4** | **3** | **2** | **1** |
| **4. Administrators Engage and Support All Participants**  **in Learning** |  |  |  |  |

*Comments:*

9. Year-End Proficiency in Area of Performance 6: Administrators Develop as Leaders

and Educators.

*Evidence:*

*Rating:* Use *The Framework for Administrator Growth & Proficiency: Rating Edition*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | **4** | **3** | **2** | **1** |
| **6. Administrators Develop as Leaders and Educators** |  |  |  |  |

*Comments:*

**III. Rating Overall Performance on Multiple Measures for 2013-2014**

10. Scores (1-4) on seven measures.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating Focus** | **4** | **3** | **2** | **1** |
| BTLA: Student SMART Goal |  |  |  |  |
| BTLA: Staff SMART Goal |  |  |  |  |
| PTLA: Collegial Conversation Templates |  |  |  |  |
| PTLA: Norms of Collaboration |  |  |  |  |
| Engagement in the PTLA |  |  |  |  |
| Area of Performance 3 |  |  |  |  |
| Area of Performance 4 |  |  |  |  |
| Area of Performance 6 |  |  |  |  |

*Comments:*

11. Weighted Scores and Total Weighted Rating

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Focus** | **Rating**  **(1-4 from previous table)** | **X**  **Weighting**  **Factor** | **=**  **Weighted**  **Score** |
| BTLA: Student SMART Goal |  | .20 |  |
| BTLA: Staff SMART Goal |  | .20 |  |
| PTLA: Collegial Conversation Templates |  | .10 |  |
| PTLA: Norms of Collaboration |  | .10 |  |
| Engagement in the PTLA |  | .10 |  |
| Area of Performance 3 |  | .10 |  |
| Area of Performance 4 |  | .10 |  |
| Area of Performance 6 |  | .10 |  |
| **Add the Weighted Scores 🡪Total Weighted Rating** | | |  |

**Statutory Performance Categories under Indiana Code 20-28**

|  |  |
| --- | --- |
| **Total**  **Weighted Rating** | **Indiana**  **Categories** |
| **3.50 – 4.00** | **Highly Effective** |
| **2.00 – 3.49** | **Effective** |
| **1.50 – 1.99** | **Needs Improvement** |
| **0 – 1.49** | **Ineffective** |

**Concluding Recommendation for the 2013-2014 School Year**

Initial the Recommendation that suits this administrator’s performance.

**a) Continued employment.**

This recommendation indicates that the administrator meets or exceeds the threshold of

performance for Year 1 (2.0). This recommendation may also be used when the

Superintendent intends to reassign the administrator to a new position.

**b) Continued employment under intensive supervision.**

An administrator in this status must make significant improvement in specific, identified Elements of Performance in *The Framework for Administrator Growth & Proficiency* within a specified time period. A *Performance Improvement Plan,* developed by the Supervisor and administrator*,* focuses attention and activity during intensive supervision. Progress will be assessed by identified methods, on an explicit timeline. Learning resources will be identified to support the administrator’s improvement.

This recommendation is contingent on the Identification for Intensive Supervision review and decision-making process (see ***Educator Growth & Proficiency System: Administrators, Guidance for 2013-2014***).

**Signatures**

Supervisor Signature Date

Administrator Signature\* Date

\*The administrator’s signature denotes receipt of the form, and acknowledgment that the supervisor

has notified the administrator of the Concluding Recommendation.