

# School Leader Evaluation

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Training for CSI School Governing Boards  
*October 2022*



**COLORADO**  
CHARTER SCHOOL INSTITUTE

**Welcome!**



# Agenda

GOALS

SCHOOL LEADER EVALUATION  
BASICS

DO'S AND DON'TS

RESOURCES



# Goals

The purpose of this webinar is to provide you with the:

- Statutory Guidance;
- Waiver Flexibilities;
- Sample Process;
- Sample Tools; **and**
- Evaluation Process

To establish and/or update your School Leader Evaluation process



# School Leader Evals

## The Basics

# What is a School Leader Evaluation

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**The school leader evaluation process serves two major purposes:**

- 1) It provides the school board with its most important opportunity for oversight of the school's performance and its strongest tool for accountability; **and**
- 2) It creates a conversation between the school board and the school leader to recognize strengths, identify areas of growth, and provide support and professional development to the leader.

# Statutory Requirements

The annual review of school leaders and teachers is required by Colorado state law and outlined in statute, specifically, C.R.S. 22-9-106 and 1 CCR 301-87.

School leader evaluation systems must be “fair, transparent, timely, rigorous and comprised of valid methods.”





# Evaluation System Requirements

## The evaluation system must include:

- The title or position of the evaluator;
- The personnel to be evaluated;
- The frequency and duration of the evaluations, which must be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions may be drawn;
- The purpose of the evaluation;
- The standards set for effective performance and the criteria used to determine whether an individual's performance meets such standards; **and**
- The evaluation methods used, which must include direct observations and a process of systematic data-gathering.





# Principal Quality Standards



School leader evaluation systems should address all of the [performance standards](#) established by 1 CCR 301-87 and outlined below:



**Quality Standard I:** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.



**Quality Standard II:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.



**Quality Standard III:** Principals demonstrate instructional leadership by: aligning curriculum, instruction and assessment; supporting professional learning; conducting observations; providing actionable feedback; and holding staff accountable for student outcomes.



**Quality Standard IV:** Principals demonstrate professionalism through ethical conduct, reflection, and external leadership. The standards should be made available in writing to all licensed personnel and discussed by the person being evaluated and the evaluator prior to and throughout the evaluation process.



# School Leader Evaluation Objectives

## School leader evaluations should:

- Serve as the basis for improvement of instruction;
- Enhance the implementation of programs of curriculum;
- Serve as a measurement of the professional growth and development of licensed personnel;
- Evaluate the level of performance based on the effectiveness of licensed personnel; **and**
- Provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, dismissal, and nonrenewal of contract.



# The Final Evaluation Report

School leader performance evaluations ***must be conducted one time per academic year***. The final evaluation report must:

- Be in writing;
- Contain a written improvement plan that specifies recommendations for improvements and additional education and training;
- Be specific as to the strengths and weaknesses of the individual being evaluated;
- Identify when a direct observation was made;
- Identify data sources;
- Be discussed and signed by the evaluator and the person being evaluated, each of whom receive a copy of the report;
- Be reviewed by a supervisor of the evaluator, whose signature must also appear on the report; **and**
- Include input from the teachers employed in the school.

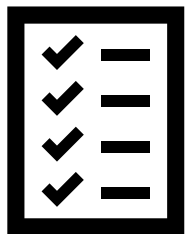


# Do's and Don'ts



# Do

- **Use the same instrument for the self-evaluation and the board evaluation.**
  - This allows for consistency in questions answered.
- **Agree to three to five goals and associated competencies for the year.**
  - This is typically completed between the board chair and school leader and reviewed and approved by the full board after.
- **Select one member to lead the school leader evaluation process.**
- **Have the School Leader Complete a Self-Eval**
- **Provide regular progress monitoring and feedback**
  - This ensures collaboration from entire board in the eval process.
- **Utilize the CARS Report and CDE Dashboards for Academic Achievement data**
- **Review key information related to school leader performance, including academic data, financial data and overall operational performance.**
- **Consider teacher feedback**





# Don't

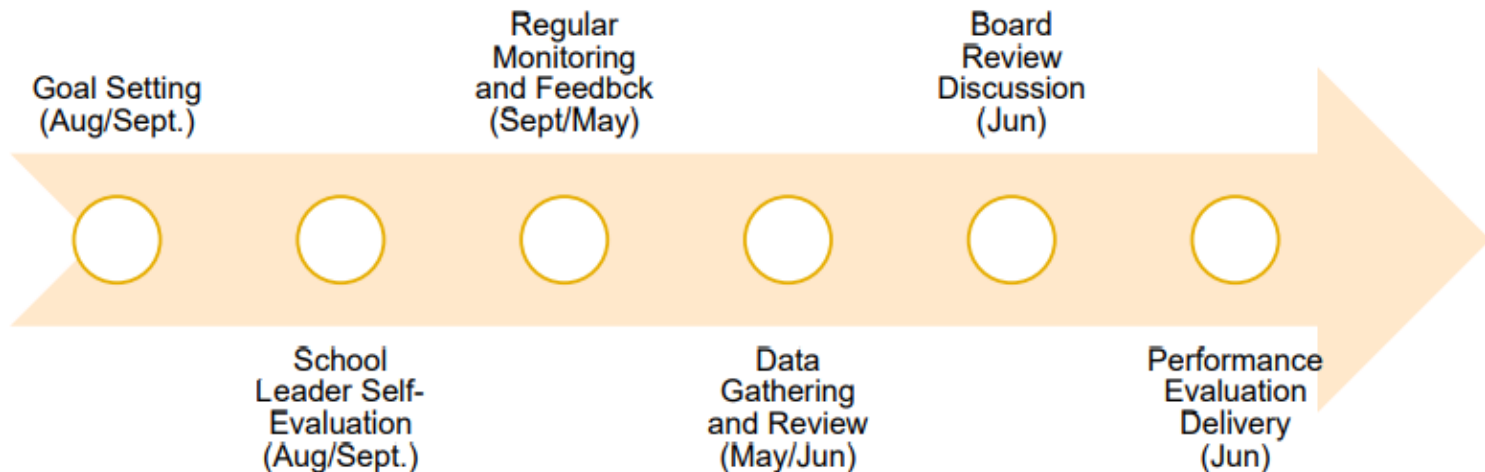
- **Designate the Board Chair to lead the School Leader Eval Process**
- **Wait until after the school year has started to create goals for the School Leader**
  - These are critical to their role and efficacy as a leader in carrying out your strategic plan at the school level
- **Change your School Leader Eval, Goals or Objectives mid-year**
  - This will make it feel like you hid the ball for the School Leader or changed the goal line which is unfair to both the School Leader and the Board in their ability to effectively evaluate the performance of the School Leader.
- **Forget to discuss the evaluation and share feedback with the designated board member during an executive session at the full board meeting**





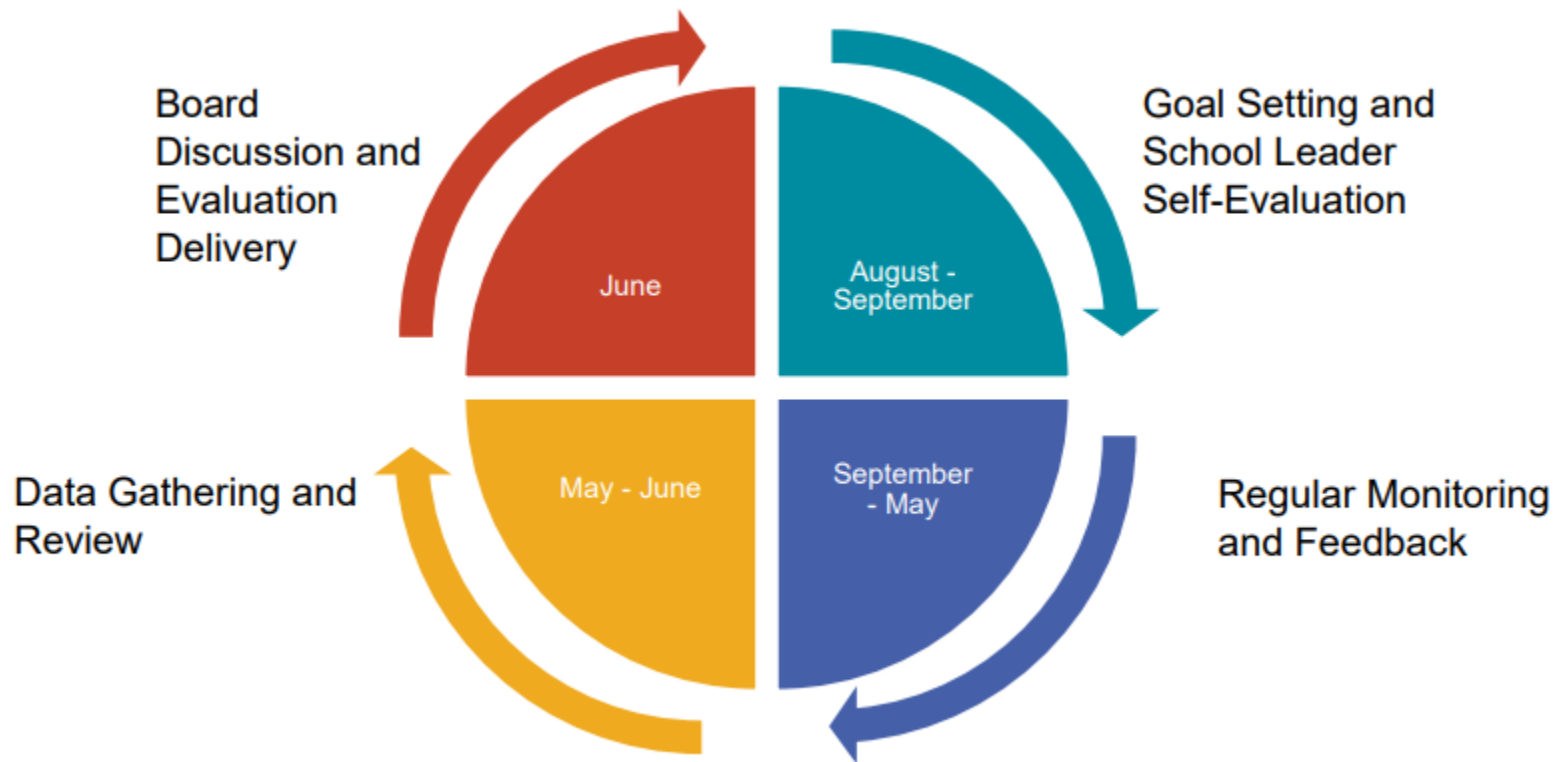
# Evaluation Process

Regardless of whether a waiver is held, school boards must conduct school leader evaluations. As detailed in this [Head of School Evaluation Toolkit](#), effective evaluation processes should include: goal setting, school leader self-evaluation, regular monitoring and feedback, data gathering and review, board review discussion and performance evaluation delivery.





# Sample Timeline for Review



School leader evaluations should be an ongoing process, not a once-a-year activity. The timeline below suggests how the evaluation process might unfold in a typical school year. If preferable, it can be modified to follow a calendar year.





# Reminders

- School leader evaluation reports *may* also include input from the students enrolled in the school and their parents, so long as the information collected remains anonymous and confidential.
- The law provides that at least 50 percent of the school leader's evaluation must be determined by the academic growth of the students enrolled in the school. The evaluation system must also include specific ratings (e.g. ineffective, partially effective, effective and highly effective).



# Charter School Waivers

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Schools with an approved evaluation waiver must operate in compliance with the replacement plan submitted by the school and approved by the State Board of Education



# Waivers continued

Colorado law allows charter schools to request waivers from certain areas of state statute and rule.

When seeking flexibility on state requirements for school leader and teacher evaluations, charter schools typically request non-automatic waivers from [C.R.S. 22-9-106](#) and [C.R.S. 22-2-112\(1\)\(q\)\(I\)](#)



# Resources



# Resources

- [School Leader Evaluation Toolkit](#)
  - Includes Sample Waiver Templates and additional information about the CSI Review Timeline and process
- [School Leadership](#)
  - CSI Resource Site
- The [Head of School Evaluation Toolkit](#)
  - Includes an evaluation template, links to competency resources, sample questions and resources and more.
- The [Evaluation Platform](#)
  - Easy to use and customizable.
- The [State Model Evaluation System for Principals/Assistance Principals](#)
  - Includes school leader quality standards, an evaluation rubric, training support and materials and more.
- [The Marzano Focused School Leader Evaluation Model](#)
  - Incorporates a balance of measures focused on “instructional leadership” and “operational leadership” to attempt to capture the range of skills and outcomes encompassing the work of a school leader.





# Questions?

Please feel free to reach out to me, [Anastasia Hawkins](mailto:AnastasiaHawkins@csi.state.co.us), anytime by email at [AnastasiaHawkins@csi.state.co.us](mailto:AnastasiaHawkins@csi.state.co.us) or by phone at 720.417.2536