



Charter School Leader Hiring, Development, and Evaluation

Agenda

- Introductions
 - Charter school board and leader relationship
 - Charter school leader hiring
 - Developing charter school leaders
 - Evaluating charter school leaders
 - Next steps





Introductions

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- Name, school, role
- Please share what effective school leadership means to you.



Charter School Board and Leader Relationship

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Key roles of the charter school board:

- Charter school governance and strategy
- Charter school leader oversight and evaluation
- Ensuring accountability

Key roles of the charter school leader:

- Executing the school's mission
- Managing the day-to-day school operations
- Communicating with the board on key goals and progress
- Ensuring accountability


Best Practices for a Successful Partnership

- Align vision and strategic goals
- Balance oversight with autonomy
- Maintain accountability without micromanagement
- Set clear expectations and provide ongoing support
- Establish regular communication channels
- Provide feedback, celebrate successes, and collaborate to solve challenges



Charter School Leader Hiring

Steps for Hiring a Charter School Leader

- Create a job description with desired school leader competencies
 - Develop your hiring process
 - Create and train a hiring committee
 - Execute your hiring process
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Competency-Based Job Description

- Identify the essential knowledge, skills, and abilities your next school leader will need to successfully accomplish the responsibilities of the job
- Align competencies to the performance standards established by [1 CCR 301-87](#)
 - Quality Standard I – Organizational Leadership
 - Quality Standard II – Inclusive Leadership Practices
 - Quality Standard III – Instructional Leadership
 - Quality Standard IV – Professionalism



Hiring Process Development

- Determine the length of the process and how you will advertise the position
- Identify the steps in the process
 - Online application and resume screen
 - Phone interview(s)
 - Personal interview day
 - Reference checks
- Prepare interview questions, role plays, work assignments, and rubrics for interviewers



Hiring Committee

- Determine who will be involved in each part of the interview process
 - Interview committee (involved at all stages; multiple stakeholders)
 - Staff interviews (individual, group, panel)
 - Family interviews (individual, group, Town Hall)
 - Student interviews (individual, group, panel)
 - Board (individual, group)
- Conduct training with interviewers to review the process and expectations



Execute Your Hiring Process

- Post the role and encourage stakeholders to share the opportunity
- Implement each step in your hiring process as you begin to receive resumes
- Narrow down the search to the school leader who is perfect for your school



Onboarding a New Charter School Leader

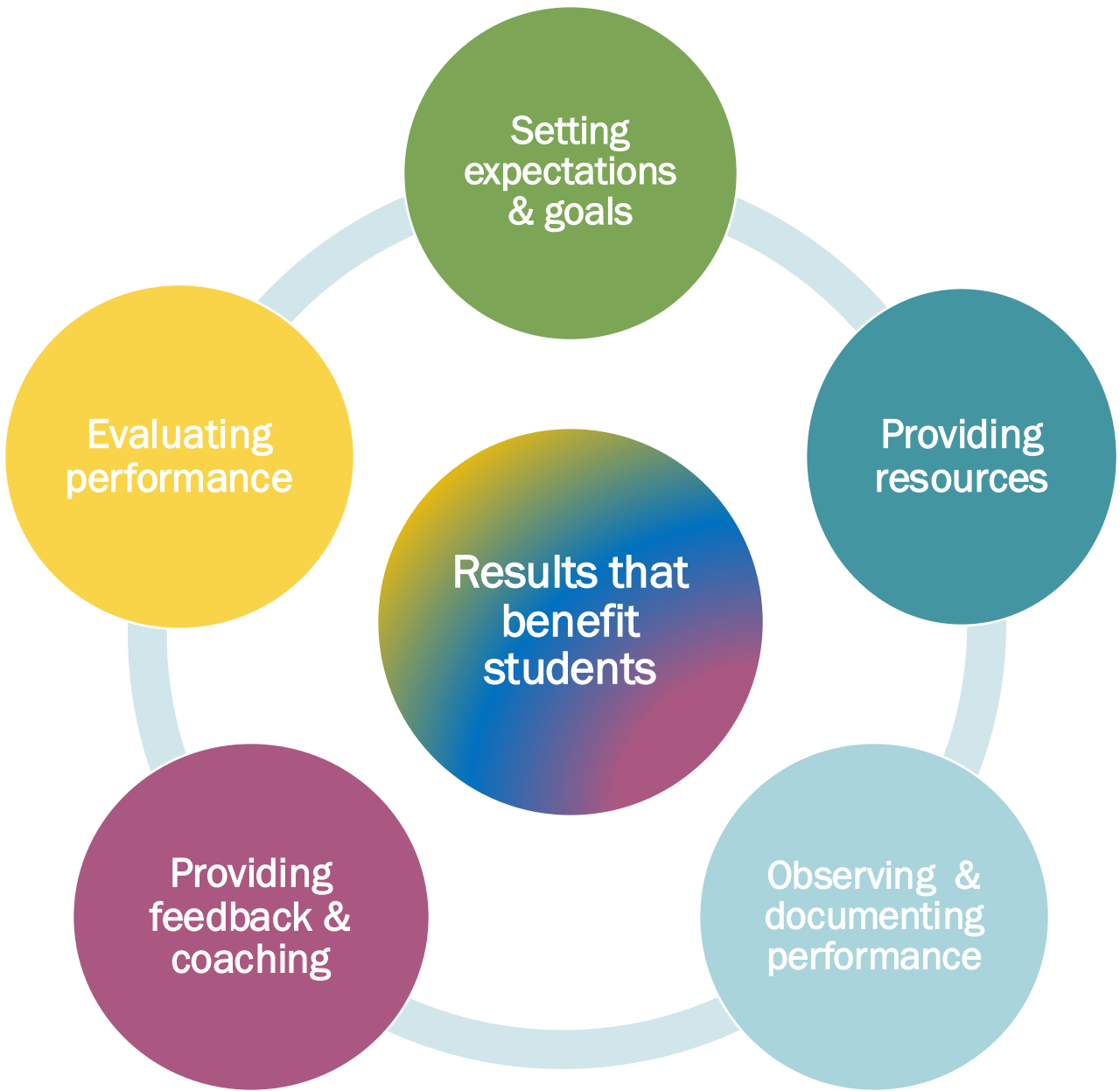
- 30-60-90 Day Plan
- Orientation to the school's goals and culture
- Individual training modules aligned to school leader competencies
 - Organizational Leadership
 - Inclusive Leadership Practices
 - Instructional Leadership
 - Professionalism
- Peer-to-peer learning/observations/mentorship
- External training (curriculum, assessment, culture)
- Goal setting and performance management



QUESTION?



Developing Charter School Leaders



Developing School Leaders

- Expectations and goals
- Resources
- Observations and documentation
- Feedback and coaching
- Evaluating performance



Setting Expectations & Goals

- Articulate areas of strength and growth
- Align to school and board goals
- Ensure goals are SMART goals

Every leader deserves to know WHAT outcomes they are expected to deliver and HOW you expect them to achieve these outcomes.

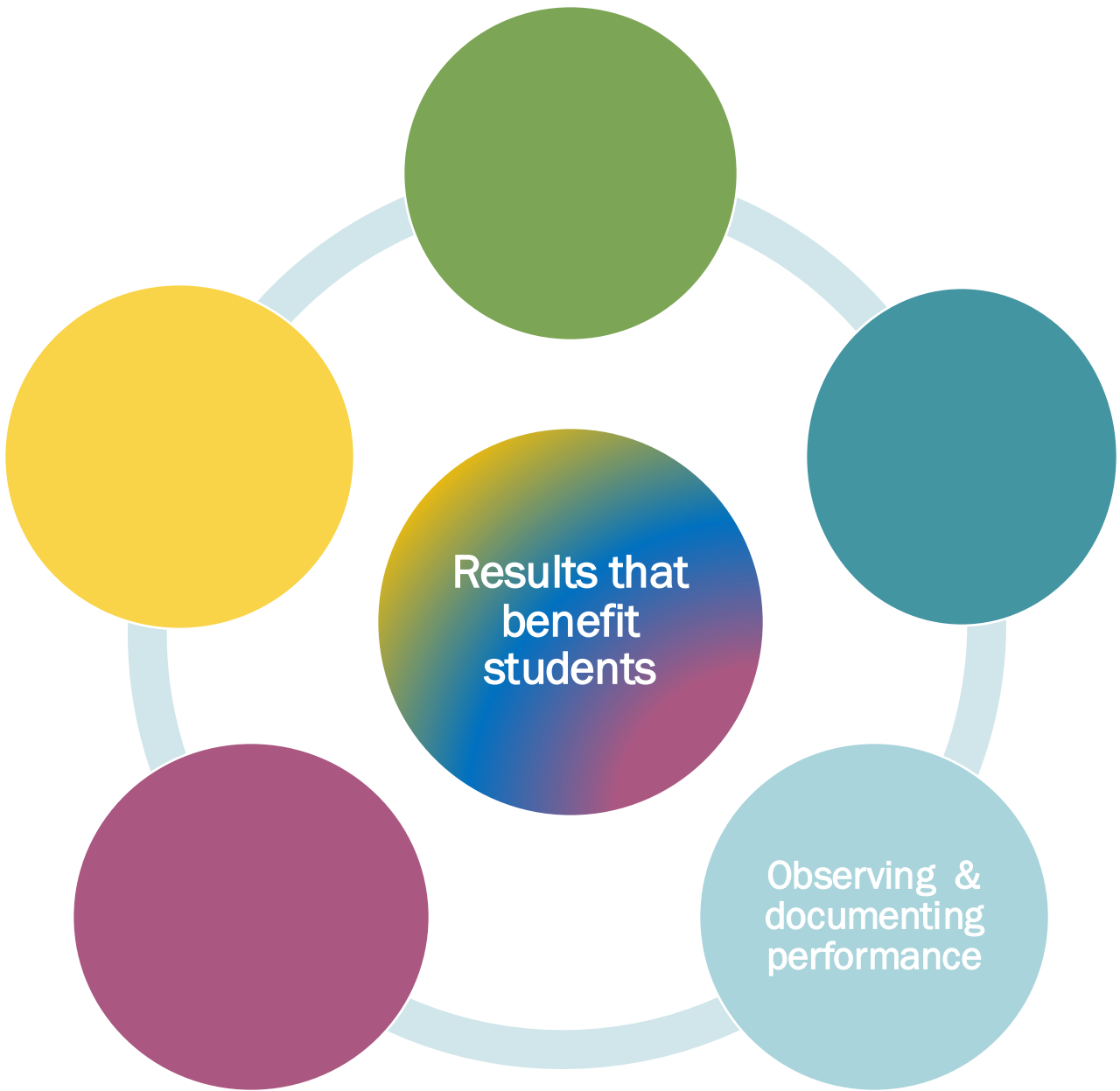
Goal Setting Template

Goals	Metric or Description of Success	Action Steps & Timing	Coach/Board Commitment of Support
State your development goal and the competency you are developing. Set 1-3 goals at a time. Choose areas of development that will be most helpful in achieving your performance goals.	Describe what success will look like for you to reach that development goal. When possible, use a SMART metric.	Provide specific activities with corresponding timeframes to show how you will progress towards your goals.	Please identify specific actions that the board or your coach can take to support your progress. Indicate resources and timeframes for this support where appropriate.



Providing Resources

- Financial support
- Professional development opportunities
- Leadership coach
- Time



Observing & Documenting Performance

- Build trust and relationships
- Look for evidence of competencies through board meetings, visits to the school, and school meetings/events
- Gather evidence for feedback, coaching, and evaluation

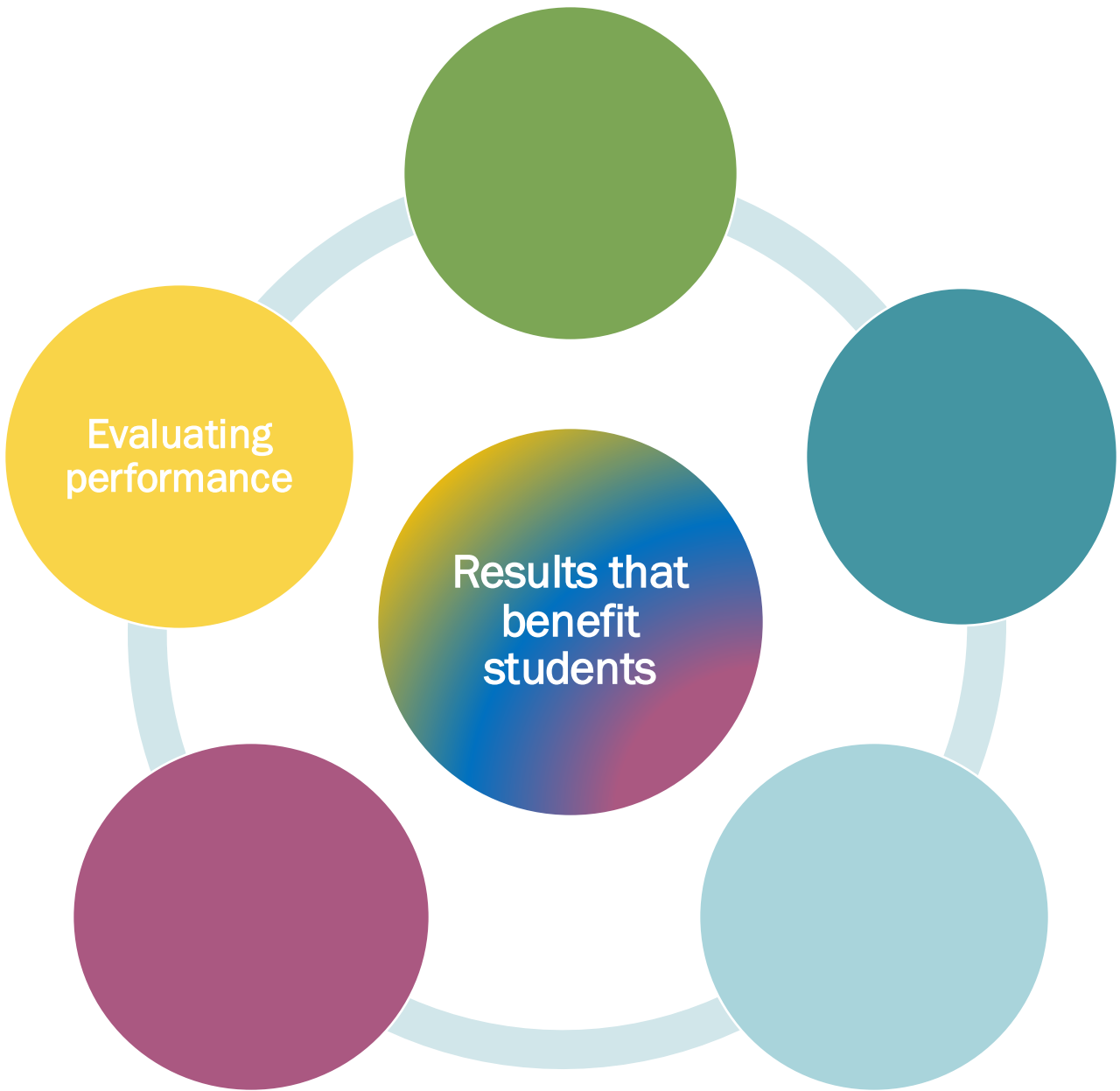


Providing Feedback & Coaching

- Process based on trust and relationship building
- Focus on data and objective facts
- Problems and needs are opportunities for growth
- Feedback and coaching process helps uncover underlying causes and provide new strategies and approaches

Sample Coaching Model

	Planning	Working	Reflecting
Purpose	To identify the most pressing gaps or prioritized focus areas in the school leader's work and to inform the focus areas for the coaching cycle	To develop school leaders in the most efficient and effective manner and in a way most aligned with the school leader's learning style and readiness	To ensure school leaders know their strengths and areas for growth, are invested in their development and are capable of reflecting on their practice independently
Target Outcomes	<ul style="list-style-type: none"> * Determine coaching priorities * Provide school leader with observation notes and data on their practice 	<ul style="list-style-type: none"> * Build knowledge, skills and mindsets 	<ul style="list-style-type: none"> * Recognize progress * Facilitate problem-solving * Identify next steps
Frequency	* Bi-weekly/Monthly	* Daily/Weekly	* Bi-weekly/Monthly
Length	<ul style="list-style-type: none"> * Roughly 30-45 minutes * Planning and Reflecting can occur during the same meeting and can vary in length and focus. 	<ul style="list-style-type: none"> * Varies and can be between 15-90 minutes (depends greatly on the focus and strategies chosen) 	<ul style="list-style-type: none"> * Roughly 30-45 minutes * Planning and Reflecting can occur during the same meeting and can vary in length and focus.



Evaluating Performance

- Informal and formal
- Aligned to C.R.S. 22-9-106 and 1 CCR 301-87
- Supported by specific data points and other gathered evidence
- Regular check-ins, quarterly stepback meetings, mid-year evaluations

Reflecting on Current School Leader Development Practices




- What is my board's status and next steps in setting expectations and goals? Consider this as it relates to school performance goals, school leader performance goals, and established expectations.
- Does our school leader have the time, money, materials, professional development, feedback, and coaching needed to meet the school goals and their individual goals?
- What can we do to address unmet resource needs right now? What can we do about these needs in planning for next year?
- How does the board currently observe and document the school leader's performance? What is going well with these practices? Where can we improve?
- What is the status of our school leader evaluation, and what are some next steps in implementing formal and informal evaluation points for the school leader?



Evaluating Charter School Leaders

Evaluating Charter School Leaders

Required evaluation system components:

- Principal/School Leader Quality Standards
 - Required evaluation system components
 - Final evaluation report
 - Evaluation objectives
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Principal/School Leader Quality Standards



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- Quality Standard I – Organizational Leadership
 - Mission and vision
 - Leading change
 - Enhancing personnel capacity
 - Distributing resources
 - Aligning systems of communication for continuous school improvement
 - Quality Standard II – Inclusive Leadership Practices
 - Foster a positive school culture
 - Promote safety and equity for all students, staff, and community

Principal/School Leader Quality Standards



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- Quality Standard III – Instructional Leadership
 - Aligning curriculum, instruction, and assessment
 - Supporting professional learning
 - Conducting observations
 - Providing actionable feedback
 - Holding staff accountable for student outcomes
 - Quality Standard IV – Professionalism
 - Ethical conduct
 - Reflection
 - External leadership

Required Evaluation System Components

-
- Title or position of the evaluator
 - Personnel to be evaluated
 - Frequency and duration of the evaluations
 - Purpose of the evaluation
 - Standards set for effective performance and the criteria used to determine whether an individual's performance meets such standards
 - Evaluation methods used, including direct observations and a process of systematic data-gathering



Final Evaluation Report



-
- Completed once per year
 - Written
 - Improvement plan and additional education and training
 - Specific as to the strengths and weaknesses of the individual being evaluated
 - Observation and data sources
 - Signed by board appointee and school leader with a copy to each
 - Can include input from the teachers, student, and families (as long as anonymous)
 - 50% of the school leader's evaluation determined by the academic growth of the students enrolled in the school
 - Must include specific ratings (e.g. ineffective, partially effective, effective and highly effective)

Evaluation Objectives



With or without a waiver, charter school leader evaluations need to meet the following objectives:

- 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
- Provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, dismissal, and nonrenewal of contract

Charter School Leader Evaluation Timeline

Phase	Suggested Timing
School Goal Setting	June-July
School Leader Goal Setting	July-August
Quarterly Stepback (optional)	October
School Leader Mid-Year Self-Evaluation	January
School Leader Mid-Year Evaluation	January-February
Quarterly Stepback (optional)	March
School Leader End-of-Year Self-Evaluation	May-June
School Leader End-of-Year Evaluation	June

**Regular observations, feedback, and data/evidence gathering should be ongoing for the board from August through June.*



QUESTION?



Next Steps

Individual Next Steps

- Review your charter school's school leader hiring and evaluation documents.
- Discuss with your board colleagues what you learned today with a focus on how the development and evaluation of your school leader are closely tied.



CSI Next Steps



- Charter School Board Development and Self-Assessment – March 24, 12:00-1:00 PM



Thank you

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