Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Leader Keys Effectiveness System Handbook

Pilot/Full Implementation Year 2012-2013

Georgia Department of Education
Leader Keys Effectiveness System Evaluator Handbook
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Acknowledgments

The Georgia Department of Education's (GaDOE) *Leader Keys Effectiveness System (LKES) Handbook* was developed with the thoughtful contributions of the Georgia State Evaluation Steering Committees, each of which focused on one component of the evaluation system. We wish to express our appreciation for their conscientious and insightful efforts.

Leader Keys Effectiveness System Usage Statement

The LKES Handbook was developed on behalf of the Georgia Department of Education to assist with implementation of the Leader Keys Effectiveness System. School systems involved in the pilot/full implementation year are required to use this handbook.

Introduction to the Leader Keys Effectiveness System

During the 2012-2013 pilot/full implementation school year, Georgia will implement the Leader Keys Effectiveness System (LKES). The LKES is a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness.[1]

Primary Purposes of the Leader Keys Effectiveness System

The primary purposes of the LKES are to:

- Optimize student learning and growth.

- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.

- Provide a basis for leadership improvement through productive leader performance appraisal and professional growth.

- Implement a performance evaluation system that promotes collaboration between the leader and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

As shown in Figure 1, the Leader Keys Effectiveness System consists of three components: Leader Assessment on Performance Standards (LAPS), Student Growth and Academic Achievement, and measures of Governance and Leadership.

Figure 1: Leader Keys Effectiveness System (LKES) Framework
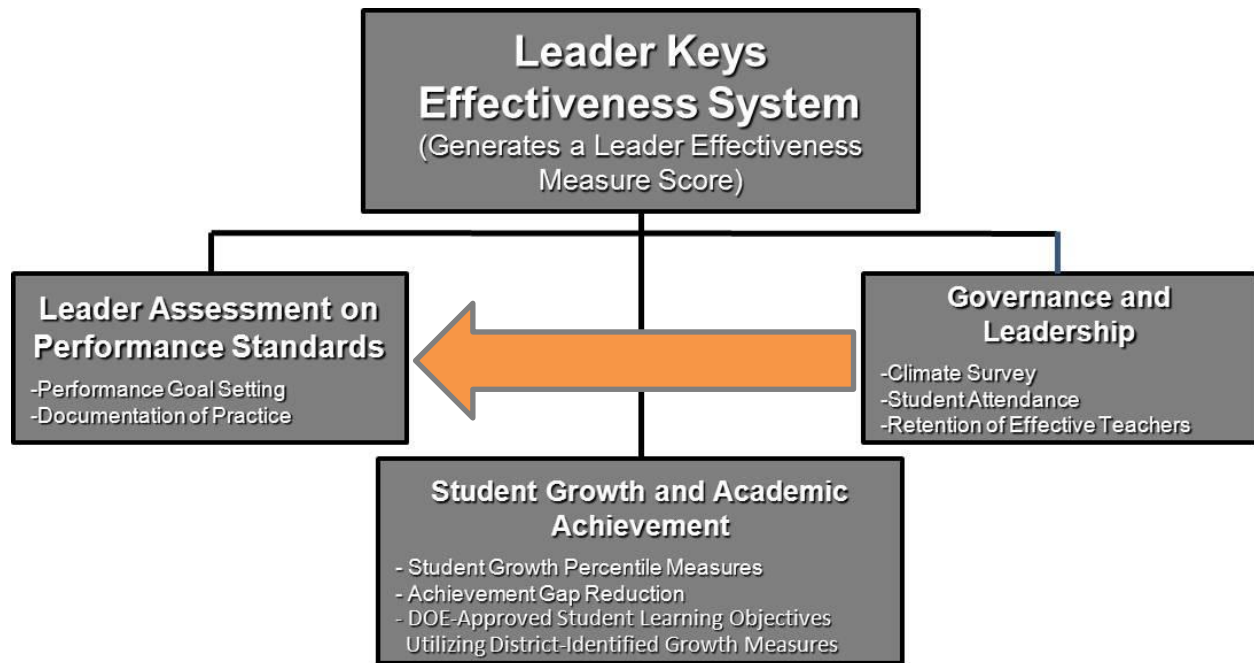
1. <u>Leader Assessment on Performance Standards</u>: This component provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards.

2. <u>Governance and Leadership</u>: This component consists of climate surveys, student attendance data, and data on retention of effective teachers. The calculations for these three data sources will be used as documentation to inform the LAPS performance rating.

3. <u>Student Growth and Academic Achievement</u>: This component consists of a student growth percentile measure, which will be determined when all data are compiled and analyzed at the end of each school year, as well as GaDOE-approved Student Learning Objectives component which utilizes district determined and state approved student achievement growth measures. This component also includes a measure of achievement gap reduction for the school.

These three components are discussed in further detail in Parts 1 through 3 of this handbook.

LKES Implementation for Principals and Assistant Principals

LKES Training and Evaluator Credentialing
The LKES evaluators will be fully trained and credentialed, beginning with the 2012-2013 pilot/full implementation year. The credentialing process will provide calibration and further increase the alignment of evaluation ratings. Additionally, principals may be trained and credentialed as evaluators during the 2012-2013 school year in preparation for the 2013-2014 LKES implementation with assistant principals. Assistant principals will receive LKES Orientation during the 2012-2013 school year, in preparation for the 2013-2014 LKES implementation. The GaDOE recommends that all principals go through evaluator training and credentialing on LKES as soon as possible.

LKES Implementation Timeline

- LKES will be utilized to evaluate principals for the 2012-2013 school year and subsequent years.
- Districts will have the option to evaluate assistant principals using LKES for the 2012-2013 school year.
- LKES will be utilized to evaluate assistant principals in 2013-2014 and subsequent years.

PART I

LEADER ASSESSMENT ON PERFORMANCE STANDARDS

PART I: Leader Assessment on Performance Standards

The Leader Assessment on Performance Standards (LAPS) component of the Leader Keys Effectiveness System (LKES) provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards. LAPS offers a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility by allowing for creativity and individual leader initiative. The overarching goal of LKES is to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Distinguishing Characteristics of the Leader Assessment on Performance Standards

The LAPS component has several distinctive characteristics. It provides:

- A focus on the relationship between professional performance and improved student academic achievement.

- Sample performance indicators for each of the leader performance standards.

- A system for documenting leader performance based on multiple data sources.

- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of leaders in the evaluation process.

Foundational Documents of the Leader Assessment on Performance Standards:

Stronge, J. H., & Xu, X. (2011). *State Evaluation Steering Committee focus group report.* Williamsburg, VA: Author.

Georgia Department of Education. (2010). *Leader Keys: A leadership evaluation system.* Atlanta, GA: Georgia Department of Education
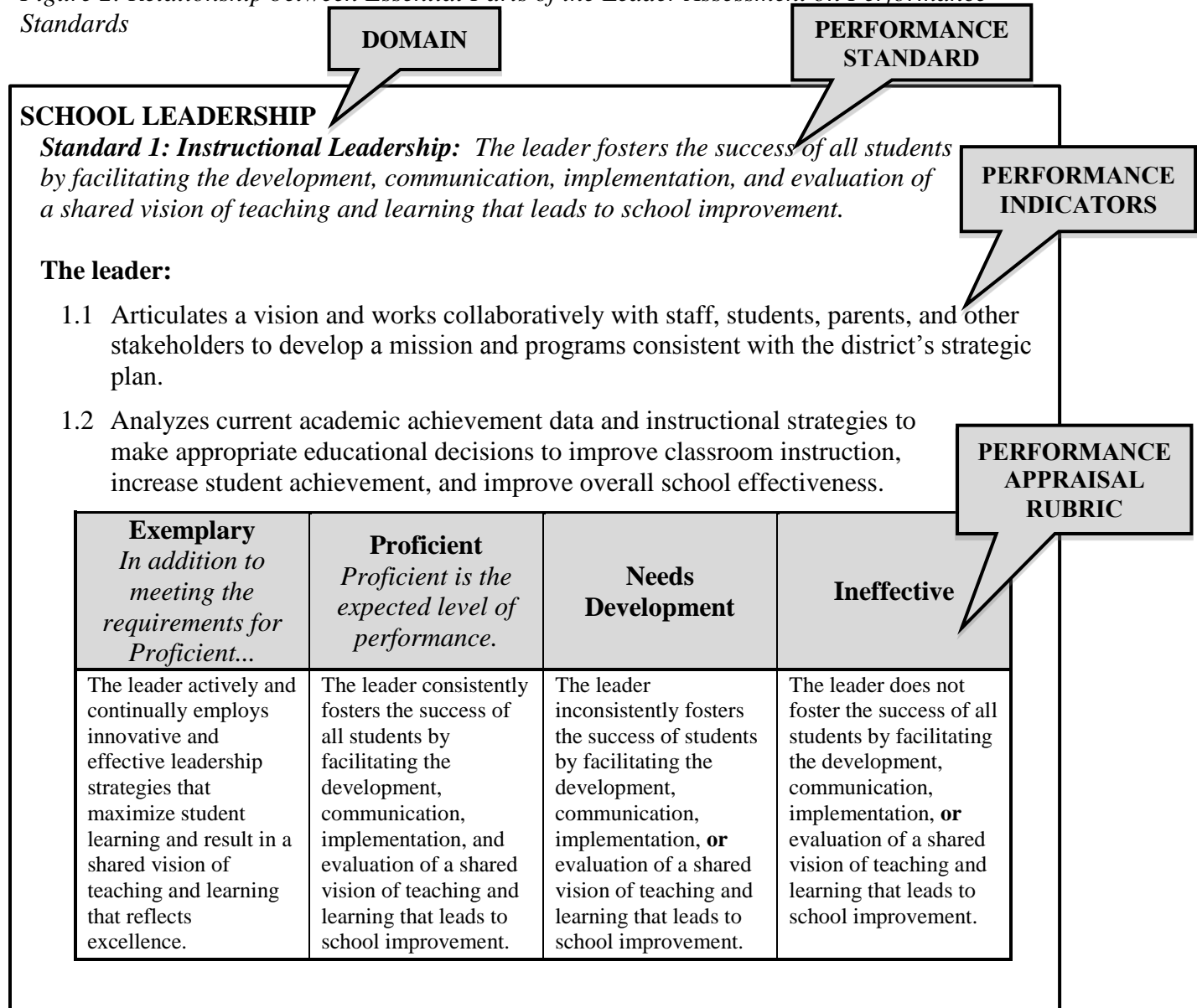
Stronge, J. H., & Tonneson, V. C. (2011). *Leader Keys[SM] Evaluation System recommendations for improvement.* Atlanta, GA: Georgia Department of Education.

Stronge, J. H., & Leeper, L. M. (2011). *Research synthesis of Georgia Leader Keys evaluation standards*. Atlanta, GA: Georgia Department of Education.

Clearly defined professional responsibilities for leaders constitute the foundation for LAPS. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both leaders and evaluators will reasonably understand their job expectations. LAPS uses a three-tiered approach to define the expectations for leader performance consisting of four domains, eight standards, and multiple performance indicators. Leaders will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 2.

Figure 2: Relationship between Essential Parts of the Leader Assessment on Performance Standards

DOMAIN

PERFORMANCE STANDARD

PERFORMANCE INDICATORS

PERFORMANCE APPRAISAL RUBRIC

SCHOOL LEADERSHIP

Standard 1: Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

Domains

Domains describe the major categories under which a leader's duties and responsibilities are comprised. There are four domains in LAPS: School Leadership, Organizational Leadership, Human Resources Leadership, and Professionalism and Communication.

Performance Standards

Performance standards refer to the major duties performed by a leader. There are eight performance standards that serve as the basis of the evaluation. Figure 3 shows the four domains and the associated standards that comprise the LAPS components of LKES.

Figure 3: Domains and Performance Standards

DOMAIN

PERFORMANCE STANDARD NAME

PERFORMANCE STANDARD

SCHOOL LEADERSHIP

1. Instructional Leadership
The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

2. School Climate
The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

ORGANIZATIONAL LEADERSHIP

3. Planning and Assessment
The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

4. Organizational Management
The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

HUMAN RESOURCES LEADERSHIP

5. Human Resources Management
The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

6. Teacher/Staff Evaluation
The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

PROFESSIONALISM AND COMMUNICATION

7. Professionalism
The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

8. Communication and Community Relations
The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.
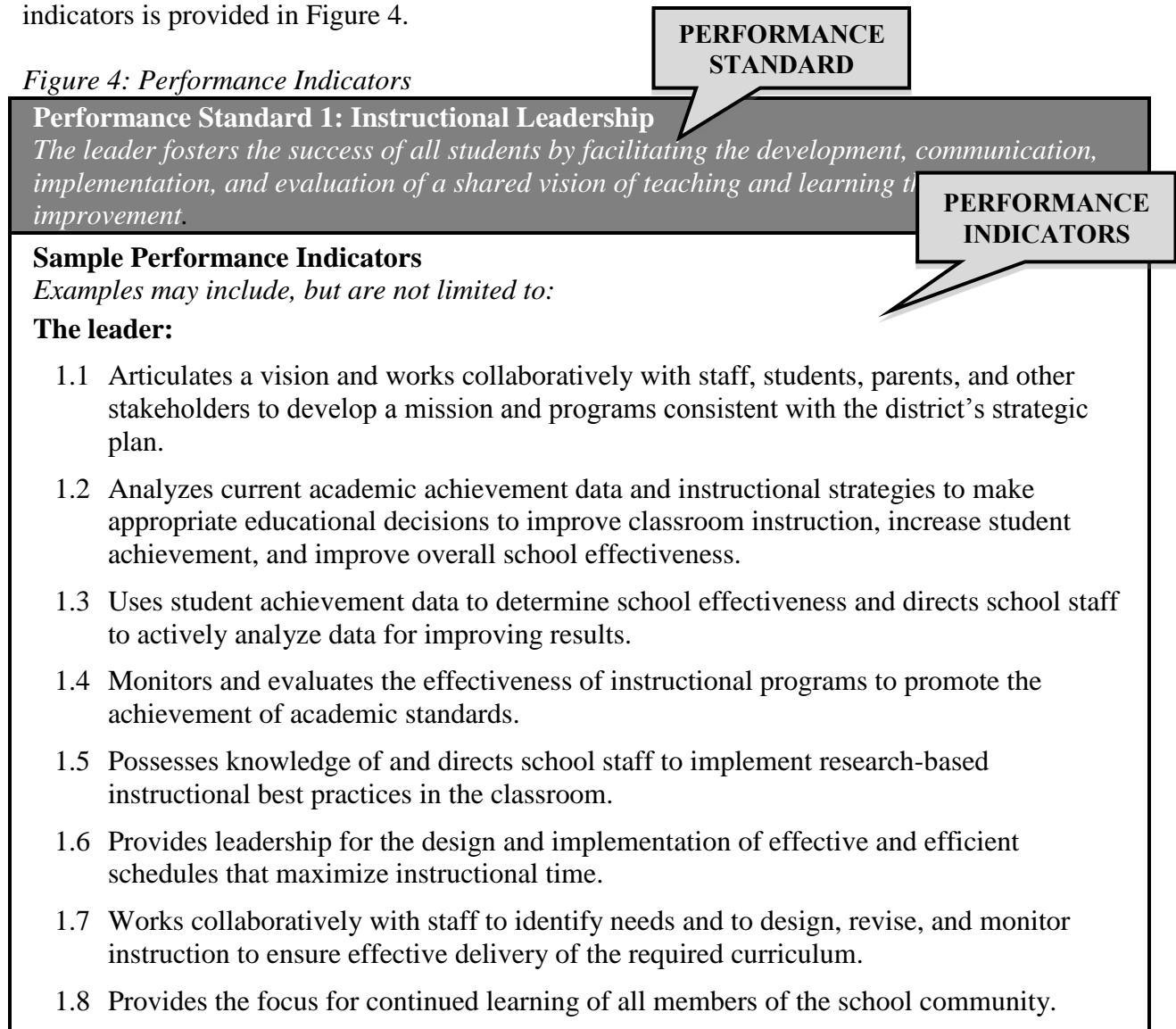
Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard (Appendix 1). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is neither exhaustive not prescriptive, and is not intended to be a checklist**. Further, **leaders are not expected to demonstrate each performance indicator.**

Using Standard 1 (Instructional Leadership) as an example, a set of leader performance indicators is provided in Figure 4.

Figure 4: Performance Indicators

PERFORMANCE STANDARD

Performance Standard 1: Instructional Leadership
The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning t[...]
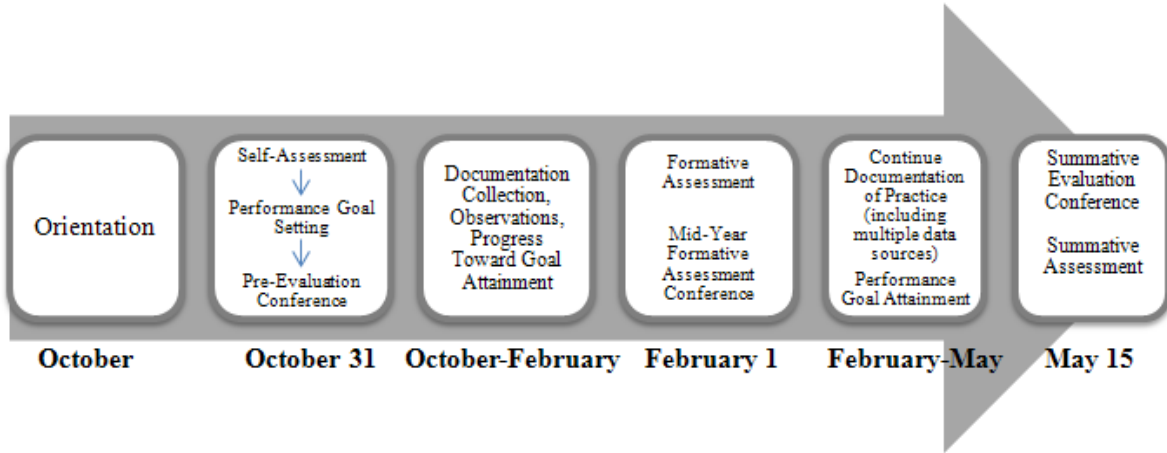*improvement.*

PERFORMANCE INDICATORS

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.8 Provides the focus for continued learning of all members of the school community.

Performance Appraisal Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of leaders and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal

rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The description provided in the *Proficient* level of the performance appraisal rubric is the actual performance standard, thus *Proficient* is the expected level of performance. Leaders who earn an *Exemplary* rating must meet the requirements for the *Proficient* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help leaders focus on ways to enhance their practice. Appendix 1 includes rubrics related to each performance standard. An explanation of each rating level is provided in the *Rating Performance* section. Figure 5 shows an example of a performance appraisal rubric for Standard 1 (Instructional Leadership) and Figure 6 provides insight into the frequency and the quantitative terms associated with each performance level.

Figure 5: Performance Appraisal Rubric

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Needs Development**	**Ineffective**
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

Figure 6: Frequency Terminology

FREQUENCY TERMINOLOGY		
Terms ranked by degree of frequency	**Definition**	**Example**
Consistently	Occurs at regular intervals	Every week *(Regular intervals will vary depending on the standard and the task.)*
Continually	Occurs with high frequency, appropriately, and over time.	Every day, every setting *(Frequency will vary depending on the standard and the task.)*

Process for District-level Implementation of the Leader Assessment on Performance Standards

The process by which participating school districts will implement the LAPS portion of the Leader Keys Effectiveness System is depicted in Figure 7.

Figure 7: Leader Assessment on Performance Standards Process Flow

Orientation	Self-Assessment ↓ Performance Goal Setting ↓ Pre-Evaluation Conference	Documentation Collection, Observations, Progress Toward Goal Attainment	Formative Assessment Mid-Year Formative Assessment Conference	Continue Documentation of Practice (including multiple data sources) Performance Goal Attainment	Summative Evaluation Conference Summative Assessment
October	**October 31**	**October-February**	**February 1**	**February-May**	**May 15**

A detailed description of each step, including an explanation, suggestions, and useful resources, is provided.

The term leader will be used interchangeably to mean leader, principal and *assistant principal throughout this handbook.*

Explanation

To ensure both leaders and evaluators understand the LAPS process, as well as all of the expectations for leaders, superintendents or his/her designee will conduct a Leader Keys Effectiveness System orientation session as soon as feasible after district staff receive the GaDOE initial LKES training. A PowerPoint presentation and video will be available in the GaDOE TLE Electronic Platform to assist with the orientation. In addition, leaders can access the *LKES Handbook* under LKES Resources within the GaDOE TLE Electronic Platform. The orientation session should stress the importance of the process and the evaluator's clear and relevant feedback. Leaders should already be familiar with the basic components of LKES due to their exposure to the Teacher Keys Evaluation System so additional familiarization sessions should not be necessary.

Suggestions

The pilot/full implementation year time frame will be similar for both teachers and leaders, so it may be helpful to focus on the differences between the two systems. These differences include different sets of performance standards and different data sources for leaders, such as the use of Performance Goal Setting within the LAPS component. These data sources will be explained in greater detail in the following pages. The evaluator might also make leaders aware of the various resources available to them from the GaDOE. *Fact Sheets* on each of the leader performance standards, as well as other resources that pertain to both teachers and leaders, such as the *LKES Frequently Asked Questions* may be found in the GaDOE TLE Electronic Platform. The evaluator might also suggest that leaders keep track of the LAPS's positive aspects and areas for improvement. Opportunities for feedback will be provided throughout the implementation process.

Useful Resources

- *LKES Orientation* PowerPoint Presentation and Video
- *LKES Handbook*
- Fact Sheets 2-9 on Leader Performance Standards
- *LKES Frequently Asked Questions*

Explanation

Self-Assessment
Understanding one's own strengths and weaknesses is an important part of developing a leader's skills and competencies. Leaders will complete the *Self-Assessment*, which is located in the GaDOE TLE Electronic Platform. Leaders will share their findings with their evaluators for the purpose of professional growth planning. The LAPS Self-Assessment should be completed and results shared as soon as feasible after the district LKES Orientation training.

LKES Conferences
Conferencing is an integral part of the LKES process. Ongoing dialogue between the evaluator and leader opens up opportunities for rich conversation about leader effectiveness, goal attainment, and the performance standards. Evaluators should ask guiding questions that allow leaders to review and reflect on this work, ensuring a balance between accountability for student growth and academic achievement and professional growth. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions necessary to improve outcomes for students. Face-to-face conferencing provides evaluators and leaders time to develop clear expectations, design appropriate professional growth plans and address individual performance goals and needs. The Documentation of Conference for the Record template is available in the conference tools container within the GaDOE TLE Electronic Platform to use for documenting conferences in the LKES process.

1. A *Pre-Evaluation Conference* (October) is in follow-up to the LKES Orientation and LKES Self-Assessment and may be held during or after the leader's completion of the Performance Goal Setting process. It shall occur before the evaluation process continues with the leader. The pre-evaluation conference should be held individually.

2. The *Mid-Year Formative Assessment Conference* (January/February) will be held to discuss the Formative Assessment Report, progress toward performance goal attainment on both of the leader's performance goals, and school wide Student Growth and Academic Achievement data to date. The conference should be held individually.

3. A *Summative Assessment Conference* (May) will be held to discuss the Summative Assessment Report, performance goal attainment on both of the leader's performance goals, and school wide Student Growth and Academic Achievement data to date. The conference should be held individually.

Suggestions

When completing the self-assessment, leaders will reflect on the indicators for each standard. Leaders should then describe areas of strength within the standard as well as areas requiring improvement. These areas for improvement can then be used to plan professional learning.

Useful Resources: *Self-Assessment*

Step 3: Documentation of Practice

Explanation

A fair and equitable performance evaluation system for an educational professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide a comprehensive and authentic "performance portrait" of a leader's work. The Leader Keys Effectiveness System takes into account several data sources. The LAPS process focuses on two data sources in particular: Performance Goal Setting and Documentation of Practice.

Performance Goal Setting

The first required data source for the LAPS component is Performance Goal Setting. Leaders are required to set two performance goals. Evaluators and leaders will determine the focus of the goals. However, leaders are encouraged to consider linking at least one performance goal to the School Improvement Plan. These goals should be created using SMART criteria; that is, they should be specific, measurable appropriate, realistic, and time-bound.

Figure 8 further describes each SMART element.

Figure 8: SMART Acronym

Specific:	The goal is focused on school improvement.
Measurable:	An appropriate instrument/measure is selected to assess goal attainment.
Appropriate:	The goal is within the leader's control to effect change and is a worthwhile focus for the school year.
Realistic:	The goal is feasible for the leader to attain.
Time-bound:	The goal is contained within a single school year.

Leaders may use several sources in setting the performance goals. Multiple sources may include: school improvement plan, system priorities, student achievement data, self-assessment areas for growth, or the leader's professional development goals. Leaders should complete the *Performance Goal Setting* within the TLE Electronic Platform and submit two performance goals to their evaluator by October 31 during the pilot/full implementation year.

Leaders will identify the performance standard(s) to which each of the goals applies, as well as the strategies and documentation that support the attainment of these goals. Multiple data sources should be identified and baseline data may be included in measuring goal attainment.

Evaluators will conduct a Mid-Year Formative Assessment Conference, which shall include discussions regarding effective implementation of performance standards and progress towards performance goals. These discussions should reflect the effectiveness of the selected strategies and supporting documentation. Modifications may be made as needed throughout the process. During the Summative Assessment Conference, evaluators will discuss performance on the standards and all performance goal data used to inform the final summative assessment rating.

Documenting Practice

Documentation of practice is the second required data source for the LAPS component and provides evaluators with information related to specific standards and goal performance. Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, two-way communication with their evaluators, and frequency of practice. Documentation can confirm a leader's strengths and/or identify areas for growth.

Sources of data to provide a comprehensive and authentic performance portrait of a leader's work may include observations, walkthroughs, site visits, commentary, conferences, notes, or records. Evaluators may maintain or request documentation electronically via the GaDOE TLE Electronic Platform. Evaluators will determine whether leaders should submit documentation electronically, via hard-copy, or both. However, the emphasis should be on the quality of work, not the quantity of materials presented. An *Examples of Documentation Evidence* sheet is provided there, and in Appendix 2, for the evaluator's consideration. The sheet provides documentation examples a leader might consider providing to show evidence of proficiency in the eight performance standards.

Leaders are responsible for submitting documentation to the evaluators showing evidence related to each standard for consideration in the formative assessment. Evaluator reviews of all documentation should take place between October and January, or by a date designated by the school district. This initial review should take place before the formative assessment. (The Formative Assessment form should be completed by February 1.) Based on feedback from the formative assessment, leaders and evaluators may submit additional documentation prior to the Summative Assessment.

In addition to the leader providing his or her own documentation as evidence of meeting the performance standards, evaluators may also maintain their own documentation (e.g., evaluator notes or a running record) relative to the leader's performance. This type of evaluator documentation may come from a variety of sources such as informally observing the leader during meetings, watching his or her interactions with community members, etc. This type of documentation should be considered along with the leader's documentation when completing formative and summative assessments.

Suggestions

When thinking about goals or types of documentation to submit, leaders may find it useful to refer to the *LAPS Reference Sheet* (Appendix 2). This tool provides a one-page listing of the performance standards and performance indicators.

Useful Resources

- *Performance Goal Setting*
- *LAPS Reference Sheets-Standards, Indicators, and Rubrics*

Explanation

During the pilot/full implementation year, evaluators will be required to conduct one formative and one summative assessment on each leader. The Formative Assessment allows evaluators to document progress and to provide ongoing feedback to leaders. Areas of strength or areas in need of improvement should be the main emphasis. The Summative Assessment provides judgment on the overall success of the leader toward meeting the performance standards. On both of these types of assessments, leaders will be rated on all eight leader performance standards using a performance appraisal rubric as shown in Figure 8. The rubric is a behavioral summary scale that describes acceptable performance levels for each leader performance standard. The scale states the measure of performance expected of leaders and provides a general description of what a rating entails. Figure 9 explains the four levels of ratings. ***Proficient* is the expected level of performance.** Leaders who earn an *Exemplary* rating must meet the requirements for the *Proficient* level and continually exceed the standard. Leaders who are rated *Exemplary* on a standard will be considered role models and collaborative leaders. The intent of the language found in the *Exemplary* rating is to encourage a leadership role beyond that which is implied in the nature of the position. In each *Exemplary* rubric rating, the leader shows an initiative to build leadership capacity and leadership growth within those individuals he/she supervises. Figure 9 explains the four levels of ratings.

Figure 9: Rating Levels

Cat.	Description	Definition
Exemplary	The leader performing at this level maintains performance, accomplishments, and behaviors that continually and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains and continuous school improvement. Additionally, the leader continually seeks ways to serve as a role model and collaborative leader.	Exemplary Performance: - Sustains high performance over a period of time. - Continually seeks ways to serve as a role model and collaborative leader. - Continually exhibits behaviors that have a strong and lasting positive impact on staff performance and student learning. - Continually creates a positive school climate that builds leadership capacity and overall school improvement.

Cat.	Description	Definition
Proficient	The leader performing at this level consistently meets the established performance standards and does so in a manner that is consistent with the school's mission and goals and has a positive impact on student learning and school improvement.	Proficient Performance: • Consistently meets the requirements of an effective leader as expressed in the evaluation criteria. • Consistently exhibits leadership behaviors that result in positive staff performance and student growth/learning. • Consistently demonstrates willingness to learn and apply new skill. • Consistently creates a positive school climate which fosters overall school improvement.
Needs Development	The leader inconsistently performs at the established level of performance or performs in a manner that is inconsistent with the school's mission and goals and may result in below average student learning gains. The leader exhibits development toward proficiency in the standard but has not yet reached the full level of proficiency expected, or the leader's performance is lacking in a particular area.	Needs Development: • Inconsistently meets the requirements of an effective leader as expressed in the evaluation criteria. • Leadership results in less than expected student growth/learning gains. • Inconsistently attains performance goals. • Exhibits and identifies need for planned professional development and performance standards(s).
Ineffective	The leader performs below the established level of performance for effective leadership or performs in a manner that disregards the school's mission and goals and may result in minimal student learning gains.	Ineffective Performance: • Does not meet the requirement of an effective leader as expressed in the evaluation criteria. • Leadership results in ineffective staff performance and minimal student growth/learning gains. • Does not attain performance goal. • May contribute to a recommendation that the employee is not considered for continued employment.

Formative Assessment

Evaluators will provide a LAPS formative assessment rating on each of the eight performance standards during the Mid-Year Formative Assessment Conference. The formative assessment rating is based on a "**totality of evidence and consistency of practice**" during the formative assessment period. For the LAPS portion of the Leader Keys Effectiveness System, the formative assessment will consist of documentation provided by the leader, as well as the evaluator, commentary, documentation, observations, conference notes or relevant records. Evaluators will rate the leader using the *Formative Assessment* found in the GaDOE TLE Electronic Platform.   Evaluators will offer commentary and provide a formative assessment rating on each of the eight performance standards using the performance appraisal rubrics. The Mid-Year Formative Assessment Conference will also occur at this time regarding effective implementation of performance standards and progress made toward attainment of the performance goals set during the Pre-Evaluation Conference. The formative assessment must be completed by February 1, 2013 during the 2012-2013 pilot/full implementation year.

Summative Assessment

After collecting multiple data throughout the school year, evaluators will provide a summative assessment rating on each of the eight performance standards during the Summative Assessment Conference. Evaluators will use the *Summative Assessment* found in the GaDOE TLE Electronic Platform to evaluate performance on each standard using the performance appraisal rubrics. The evaluator is required to review all LAPS supporting documentation found in the multiple data sources provided by the leader and the evaluator, including Performance Goal data as it relates to the indicated performance standard.

In making judgments for the summative assessment on each of the eight leader performance standards, the evaluator should determine where the "**totality of the evidence and consistency of practice**" exists. This evidence is based on achievement of the performance goals and the documentation of practice and process provided by the leader as well as other relevant evaluator notes or running records. Totality of the evidence and consistency of practice as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, "In which rating category does the totality of the evidence and consistency of practice fall?"

In many instances, there will be performance evidence that may fit in more than one rating category. In reaching a decision for aggregating the total set of data and making a summative decision for each performance standard, the question to be asked is, "In which rating category does the evidence best fit?" It will be important to consider to which standard(s) the documentation best aligns.

Leaders will receive an overall LAPS score as determined by the individual ratings on each performance standard at the Summative Assessment Conference. During the pilot/full implementation year, a summative rating of *Exemplary* is 3 points, a summative rating of *Proficient* is 2 points, and a summative rating of *Needs Development* is 1 point. A summative rating of *Ineffective* has no point value. Evaluators will use the GaDOE TLE Electronic Platform

to add the point value for all eight standards to produce a final summative LAPS score. The summative assessment is **not** an average of ratings on each of the eight performance standards. Figure 10 provides an example.

Figure 10: Example of Summative Rating

Rating	Point Value	Number of Standards Rated at that Level	Computation
Exemplary	3	1	3 x 1 = 3 pts
Proficient	2	5	2 x 5 = 10 pts
Needs Development	1	1	1 x 1 = 1 pt
Ineffective	0	1	0 x 1 = 0 pts
			Total = 14 pts

The LAPS summative score will be weighted as 30% of the overall Leader Effectiveness Measure (LEM). Evaluators will provide feedback to leaders on the summative assessment at the Summative Assessment Conference. The summative assessment is due to the GaDOE by May 15 within the GaDOE TLE Electronic Platform.

Suggestions

Evaluators will provide leaders with feedback following the formative assessment concerning additional types of documentation that may help to inform the summative rating. Evaluators will provide a Mid-year Assessment Conference review of the leader's performance on all eight standards as well as his/her specific LKES performance goals. Evaluators should engage leaders in conversations throughout the process, focusing on goal attainment and performance in relation to the eight LKES performance standards. In addition, as evaluators rate the leaders, they may find it useful to refer to the *LAPS Reference Sheet* to review the examples of indicators related to each performance standard.

Useful Resources

- *Formative Assessment*
- *Summative Assessment*
- *LAPS Reference Sheet*

Figure 11 provides a summary of the steps evaluators should take during the LAPS implementation, materials they may find useful, and the timeline for completion.

Figure 11: Leader Assessment on Performance Standards (LAPS) Timeline Implementation Year

Step	Description	Materials Needed	Timeline
1: Orientation	• LAPS orientation session for leaders will be provided in GaDOE TLE Electronic Platform using the *Orientation* PowerPoint and Video presentation. • Leaders should have access to the *LKES Handbook* and *LKES Implementation Procedures* in the GaDOE TLE Electronic Platform. • Leaders should be aware of additional, multiple resources available in the GaDOE TLE Electronic Platform including Fact Sheets and RT3 Frequently Asked Questions.	*Required* • *LAPS Orientation* PowerPoint & Video presentation in the GaDOE TLE Electronic Platform • *LKES Handbook* • *LKES Implementation Procedures* _____ *Optional* • *Fact Sheets* • *RT3 Frequently Asked Questions*	October 2012
2: Self-Assessment	• Leaders will complete the *Self-Assessment* in the GaDOE TLE Electronic Platform to reflect on their areas of strength and growth related to each performance standard. • Leaders should share results of their *Self-Assessment* with his/her evaluator for the purpose of planning and review of the *Performance Goal Setting* to inform their selections of their performance goals, strategies to attain the goals, and for professional growth.	*Required* • *Self-Assessment in the GaDOE TLE Electronic Platform*	October 2012

3. Performance Goal Setting	• Leaders are encouraged to collaborate with evaluators through the performance goal setting process. • Leaders will complete the *Performance Goal Setting Form* in the GaDOE TLE Electronic Platform and must set two performance goals. • Goals should be **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-bound (SMART). • Leaders should consider using a least one school improvement goal as well as a professional growth and development goal. • Performance Goal Setting will be discussed with the evaluator at the Pre-Evaluation Conference. • Leaders will submit the completed *Performance Goal Setting Form* to evaluators in the GaDOE TLE Electronic Platform by October 31, 2012. • Leaders should provide baseline data, if applicable, so that goal achievement may be measured. • Leaders should plan strategies, identify documentation, and create a timeline for achieving their goals. • Evaluators will consider progress toward goal accomplishment during the Mid-Year Formative Assessment Conference (conference form in the GaDOE TLE Electronic Platform) to inform their summative evaluation rating decisions at the Summative Assessment Conference.	<u>*Required*</u> • *Performance Goal Setting Form in the GaDOE TLE Electronic Platform* • *Pre-Evaluation Conference in the GaDOE TLE Electronic Platform* <u>*Optional*</u> *Baseline Data*	October 31, 2012

| 4. Documentation and Multiple Data Sources | • Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with evaluators.
• Leaders and evaluators will determine the necessary documentation to demonstrate, illustrate, and support eight performance standards.
• Documentation, identified as part of the school improvement goal setting, will be collected and reviewed in monitoring progress toward goal achievement.
• Evaluators may request additional documentation for rating the eight performance standards and may provide any additional documentation to support ratings.
• Evaluators must review documentation between October and February.
• Based on formative assessment feedback, leaders are responsible for submitting requested, relevant documentation to their evaluators prior to the summative assessment.
• Evaluators may include observation as a source of data to support ratings of the eight performance standards.
• Evaluators may maintain their own documentation related to administrators' performance in the form of evaluator commentary, observation, notes, conferences or relevant records.
• The evaluator's documentation should be considered along with the leader's own documentation when making formative and summative assessments. | *Required*
• *Identified documentation to support performance standards and performance goals*
• *Additional, requested documentation* | October 2012 – February 2013 |

5. Formative Assessment	• Evaluators will provide a rating to leaders on the eight performance standards based on totality of evidence and consistency of practice from documentation provided by the administrator as well as relevant evaluator-provided documentation and data. • Evaluators will use the *Formative Assessment Report Form* in the GaDOE TLE Electronic Platform *to* write comments and to provide a formative assessment rating on each performance standard using the performance appraisal rubrics. • The Mid-year Formative Assessment Conference will be held between the leader and evaluator. • Evaluator will review and provide the leader feedback using the *Formative Assessment Report Form* in the GaDOE TLE Electronic Platform. • Progress toward achieving two performance goals will be included in the assessment and may be used as part of documentation. • The formative assessment must take place by February 1, 2013. • Evaluators are responsible for providing formative feedback by appropriate means.	<u>*Required*</u> • *Mid-Year Formative Assessment Conference* • *Formative Assessment Form* • *Performance Goal Setting update* ――――――― <u>*Optional*</u> • *LAPS Reference Sheets – Standards, Indicators, and Rubrics*	Formative Assessment completed by February 1, 2013

6. Summative Assessment	• Evaluators will use the "totality of the evidence and most consistent practice" data collected via performance goal setting and documentation to determine summative ratings for administrators in each of the eight performance standards. • Evaluators should strive to provide a comprehensive and authentic "performance portrait" of leaders' work. • Evaluators will use the *Summative Assessment Form* located in the GaDOE TLE Electronic Platform. • Based on the point value assigned to each rating, the GaDOE TLE Electronic Platform will compute an overall LAPS score, which will count as part of the Leader Effectiveness Measure (LEM) score. (Leaders have the option of attaching comments to the summative.)	*Required* • *Summative Assessment Conference* • *Summative Assessment Form* _____ *Optional* • *LAPS Reference Sheets-Standards, Indicators, and Rubrics*	Summative Assessment completed by May 15, 2013

LEM:
Percentages/weighting of LKES components in calculating the LEM is as follows: LAPS weighted 30%; SLOs and SGP growth measures weighted 50%; and Achievement Gap Reduction weighted 20%. The Leader Effectiveness Measure will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.

PART II

GOVERNANCE AND LEADERSHIP

PART II: Governance and Leadership

Governance and Leadership is the second component of the Leader Keys Effectiveness System (LKES). This component consists of student attendance, retention of highly effective teachers, and climate surveys. Climate surveys, student attendance and retention of highly effective teachers will be used as additional data points helping to inform the leader's performance on the LAPS.

Climate Surveys

Climate surveys will be one source of data and documentation of leader effectiveness. Surveys provide information on staff perception regarding a leader's performance. An advantage of using a survey design includes the ability to collect perception data and provide feedback directly to the leader for continuous improvement. In LKES, climate surveys will be used as one data sources and will provide documentation aligned to specific performance standards. The GaDOE has on-going technical assistance in determining alignment of survey questions to the performance standards. This alignment will be provided in a later edition of the LKES Handbook.

The survey documentation should be used by evaluators to inform the formative assessment ratings and must be used to inform the summative assessment rating for those standards. The survey data must be referenced in the summative assessment commentary. If the evaluator's overall summative assessment rating on any of the performance standards differs significantly from the climate survey results, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain the lack of alignment between the performance rating on the standard and the survey data.

The surveys utilized in the pilot/full implementation year will ask staff to report on items they have directly experienced and that are aligned to the appropriate standards. Four versions of the climate survey will be provided for school leaders. Two surveys will address the performance of the principal. One survey will be designed for certified staff and one for classified staff. The Table of Specifications in Figure 12 illustrates the alignment between the survey items and performance standards.

Two surveys will address the performance of the assistant principal. Again, one will be designed for certified and classified staff. These different versions will be designed to reflect the different interactions between a principal or assistant principal and the staff. In school sites where there are multiple assistant principals, the principal or designated school administrator will determine the best alignment of staff to assistant principals for survey purposes based on regular working relationships. Utilization of LKES for assistant principals will be at the districts' discretion during the 2012-2013 pilot/full implementation year.

Survey data may help the leader set goals for continuous improvement (i.e., for formative evaluation) — in other words, survey data should be used to provide feedback directly to the leader for professional growth and development. Teacher/staff surveys may also be used to provide information to evaluators that may not be accurately obtained through other types of

documentation. Again, in the LKES, surveys will be used as an additional measure of leader effectiveness and documentation to support the appropriate standards in LAPS.

To gain valid survey results, a minimum of 15 teacher and/or staff shall complete the survey for the school leader; data cannot be disaggregated for groups smaller than 15 for confidentiality purposes related to identifying a staff respondent. However, if a district decides to implement the surveys for less than 15 participants, the data from the survey may be used for professional learning and growth purposes.

Districts will be offered the option to use approved climate surveys other than the survey provided by the GaDOE. Reports from approved external surveys shall be uploaded to the appropriate standards as documentation for LAPS. The following characteristics must be met for another survey option to be approved.

- Surveys are utilized as a performance assessment.
- Surveys have documented reliability and validity using accepted testing measures.
- Surveys are accessible to the public for purchasing.
- Surveys are aligned to the Leader Keys Effectiveness System, LAPS, and ISLLC performance standards.
- Survey reporting is in place at the individual leader, school, district, and state level.
- Survey reports will be appropriate for upload into the TLE Electronic Platform.

The surveys utilized in the pilot/full implementation year will be aligned to and used to inform the ratings of the appropriate performance standards. The table of specifications in Figure 12 illustrates the alignment between the survey items and performance standards. The GaDOE has on-going technical assistance for this work, and completion of this table, indicating appropriate standard alignment of survey items, will be provided in a later edition of the LKES Implementation Procedures.

Figure 12: Table of Specifications (TBD after survey redesign completion)

Leader Performance Standards	Survey Item #
1 - Instructional Leadership	
2 - School Climate	
3 - Planning and Assessment	
4 - Organizational Management	
5 - Human Resources Management	
6 - Teacher/Staff Evaluation	
7 – Professionalism	
8 - Communication and Community Relations	

An example of potential survey questions is shown in Figure 13.

Figure 13: Possible Survey Prompts (TBD after survey redesign completion)

My leader…	Strongly Agree	Agree	Disagree	Strongly Disagree

Climate Survey Sample

Climate surveys will be administered to all full-time certified staff and classified staff as follows:

- LKES Climate Survey for certified staff (for the principal)
- LKES Climate Survey for noncertified staff (for the principal)
- LKES Climate Survey for certified staff (for the assistant principal). This is a district option for 2012-2013.
- Leader's Climate Survey for noncertified staff (for the assistant principal). This is a district option for 2012-2013.

In school sites where there are multiple assistant principals, the principal or designated school administrator will determine the best alignment of staff to assistant principals for survey purposes based on regular working relationships.

Administration of the Climate Survey
The window for survey administration will be open from October through April. School staff will be provided a unique access code for survey security and will be instructed to take the survey independently within the GaDOE TLE Electronic Platform. Survey responses will be anonymous to promote honest feedback, and there will be no option to type in comments. The survey can be accessed using any computer with Internet connectivity. District Super Users will monitor the number of surveys completed at each school site. A read aloud option will be provided within the TLE Electronic Platform in 2013. A district leader will ensure all teachers and staff have the opportunity to complete the survey.

Evaluators may conduct multiple surveys as needed; however, prior survey data will not be saved in the GaDOE TLE Electronic Platform. It is recommended that an electronic copy be saved or uploaded in the GaDOE TLE Electronic Platform for documentation.

Climate Survey Results
Survey results will be reported to the evaluator and leader at the end of the survey window as a means of feedback and information on appropriate performance standards. A summary of survey results for each question will be provided. Evaluators may conduct multiple surveys as needed.

Documentation of data from the Climate Surveys is required for all related standards. Prior to the closing of the survey window on April 30, but as soon as the administration of the survey for a particular leader is complete, the evaluator should access the survey data report and provide a copy to the leader through the electronic platform. At the close of the survey window, leaders will automatically receive a final report of survey results in the GaDOE TLE Electronic Platform. If the use of an external survey is approved by GaDOE, the documentation of that survey data must be uploaded into the document library within the GaDOE TLE Electronic Platform immediately upon completion of the survey for a given leader.

This documentation should be used by evaluators to inform formative and must be used to inform summative assessment ratings for those standards. The use of survey data is recommended for the formative assessment and <u>required</u> for the summative assessment. If the LAPS rating on any of the standards for which survey data is provided differs significantly from the rating that would be indicated by those data, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain why the performance rating on the standard is not aligned with the survey data. Survey results will be compiled within the GaDOE TLE Electronic Platform, or uploaded in the document library if a different survey is approved by GaDOE, and must be utilized as documentation to support annual performance ratings.

The Survey Results Summary Sheet will include the number of valid responses for each question, as well as the percentages of rating for each question at each level of the response scale (*Strongly Agree, Agree, Disagree, Strongly Disagree*). It will also include a mean and median score and the standard deviation. An example Survey Results Summary Sheet for a leader is shown in Figure 14. This report will be finalized upon completion of the climate survey development currently in progress.

Figure 14: Survey Results Summary Sheet

Survey Results Summary								
		Percentage of Ratings						
Question	**Number of Valid Responses**	*Strongly Agree* (3 pts)	*Agree* (2 pts)	*Disagree* (1 pt)	*Strongly Disagree* (0 pts)	**Mean**	**Median**	**Standard Deviation**
	60	3%	50%	47%	0%	2.57	3	0.56
	56	0%	25%	68%	7%	2.18	2	0.54

Figure 15: Survey Results for Each Standard by Mean

1. Instructional Leadership	2. School Climate	3. Planning and Assessment	4. Organizational Management	5. Human Resources Management	6. Teacher/Staff Evaluation	7. Professionalism	8. Communication and Community Relations
1.3	2.0	1.9	2.3	0.9	2.1	3.0	1.7

Survey data will provide documentation for the Leader Assessment on Performance Standards (LAPS). This documentation must be used to inform summative assessment ratings for those standards.

Student Attendance

The GaDOE regularly collects data on student attendance. This data recording will continue to be updated throughout the pilot/full implementation year and will be used as a source of documentation informing Performance Standard 2, School Climate, in LAPS.

Retention of Effective Teachers

The retention of effective teachers will become a data source used as documentation informing Performance Standard 5, Human Resources Management, in LAPS. It will not be implemented as a data source until valid and reliable data is gathered on teacher effectiveness from the Teacher Keys Effectiveness System.

PART III

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

PART III: Student Growth and Academic Achievement

The third component of the Leaders Keys Effectiveness System is Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of a Student Growth Percentile (SGP) and an achievement gap measure. For teachers of non-tested subjects, this component consists of GaDOE approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures. The Student Growth and Academic Achievement Component (SLO, SGP, and Achievement Gap Reduction) of the LKES will be fully implemented during the 2012-2013 school year but will not be used for the purpose of annual evaluation ratings at the district level. These components will be a "hold harmless rating" during the 2012-2013 school year at the district level for Human Resource purpose. However, the results will be calculated into the LEM in July 2013 for feedback to leaders and evaluators.

Student Growth Percentile: SGPs describe a student's growth relative to his/her academic peers - other students with similar prior achievement (i.e., those with similar history of scores). A growth percentile is generated for each student which describes his or her "rank" on current achievement relative to other students with similar score histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. Annual calculations of student growth are based on state assessment data (grades 4-8 CRCT and high school EOCT). These calculations may be considered as indicators of a school leader's effectiveness and will be included in the LEM.

The SGP summary measure that will be used in calculating the LEM is the median growth percentile for all students in the school. The median is obtained by rank ordering the percentiles for all students in the school and selecting the middle percentile (50% of the group would have a higher percentile and 50% a lower percentile). SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas.

The Criterion-Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, math, science, and social studies, as well as End of Course Tests (EOCTs) in Biology, Physical Science, 9th Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry will be included in the growth model. As Georgia transitions to the implementation of common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the new assessments will be utilized in the growth model.

The growth model uses two years of prior test data as pretest scores (one year is used when two years are not available.) For example, growth percentiles for 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. If two years of prior test data is not available, at least one immediate prior test score is necessary to model growth. Therefore, students in grades 4-8 will receive growth scores. Students in 3rd grade do not have a prior year CRCT test score to determine a growth score. Courses with EOCTs will also receive growth scores calculated in a similar manner.

During the 2012-2013 pilot/full implementation year, student growth measures from Student Growth Percentiles and Student Learning Objectives will be weighted 50% in calculating the LEM. GaDOE will continue to work on matrices and/or decision tables for leaders who have school wide student growth measures from multiple courses with Student Growth Percentile measures, or school wide student growth measures from a combination of Student Learning Objectives and Student Growth Percentiles, so that an appropriate balance is determined between the growth measures. GaDOE will continue to analyze the 2012 pilot data, with technical assistance from external experts, making revisions, adjustments, or additions as necessary, and develop detailed processes throughout the 2012-2013 pilot/full implementation year.

Achievement Gap Reduction: An achievement gap is the difference in student performance between a focal group and a reference group. The focal group is the group of interest while the reference group is the target group. An achievement gap reduction is a decrease in the achievement gap from one school year to the next. The goal of measuring achievement gap reduction is to focus on increasing the achievement of schools' focal groups, which are schools' lowest achieving students.

Georgia's approach to achievement gap reduction measures the change in the gap in standardized achievement scores between school-based high-need students and a statewide benchmark from one year to the next. Schools receive points either for having relatively high-achieving, high-need students or for demonstrating increased performance of high-needs students relative to the state benchmark. Additionally, a point correction is applied based on the observed growth of the high-need students.

For each subject area, schools receive a gap size score and a gap change score based on the following rubrics found in Figure 16.

Figure 16: Gap Size Score and Gap Change Score

Gap Size	Score
1.5 or greater	1
1.2 – 1.49	2
0.9 – 1.19	3
Less than 0.9	4

Gap Change	Score
0.05 or greater	1
-0.04 – 0.04	2
-0.15 – -0.05	3
Less than -0.15	4

The final subject score will be the greater of the two scores. This is done in an effort to negate the inherent advantages and disadvantages unintentionally built into the separate gap size and gap change score measures. Gap size will typically advantage high-achieving schools, to the extent that focal groups in these schools are also relatively high achieving. Gap change will typically advantage low-achieving schools, to the extent that focal groups in these schools are also relatively low achieving, as these students have more room to improve on the assessment scale, whereas higher-achieving students encounter ceiling effects (there is little room on the assessment scale for students to improve). By taking the higher of the two scores, high-achieving schools that show small improvements will not be penalized, nor will low-achieving schools that show great improvement. Importantly, schools can demonstrate quality in one of two ways 1) the magnitude of the current year gap between the focal and reference group is small (or non-existent) or 2) the size of the gap compared to the previous year is closing rapidly. The final overall score will be the average of the subject scores. The final SGP score is on a scale of 1 to 4. This score will be incorporated into the TEM calculation.

Student Learning Objectives: District determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning. The process of setting and using SLOs requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by ensuring that every minute of instruction is moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth. The *Student Learning Objectives Operations Manual,* which is located in the GaDOE TLE Electronic Platform, has detailed information and forms regarding SLO development. The SLO Timeline is outlined in Figure 17.

Timeline for Student Learning Objectives

Figure 17: Student Learning Objectives Timeline

Summer 2012	• The district considers needs of students, demands of grade level standards, and baseline data and creates SLOs, including pre- and post-assessments. • Districts may examine public domain SLOs and SLO assessments and adopt them, customize them, or decide not to utilize them. Customized SLOs must also be submitted to the GaDOE.
August 1, 2012	• The district submits SLOs to the GaDOE for review and approval.
Fall 2012	• Teachers use the District SLO to administer pre-assessment during district-determined pre-assessment window(s). Results are recorded in the GaDOE TLE Electronic Platform.
Fall 2012 (Specific dates determined by district.)	• Teachers complete a spreadsheet with student pre-assessment scores, analyze the class/group data, complete the district or the GaDOE Teacher Form, and implement teaching strategies. Teachers meet with their evaluators to finalize their SLO plan.
Mid-term or mid-year	• Evaluators meet with teacher(s) to review interim results and to ascertain if students are on track to meet SLO growth targets.
End-of-course Assessment window	• Teachers administer post-assessment during district determined post assessment window.
District determines date	• Teachers submit class/group data to building level evaluator.
May 15, 2013	• Evaluator completes SLO Evaluation Rubric and submits SLO information to the GaDOE.
Summer 2013	• SLO results calculated in GaDOE TLE Electronic Platform and factored into the leader's LEM; however, 2012-2013 is a *hold harmless* year.

The Leader's Role in the SLO Process

For leaders in schools that utilize Student Learning Objects (SLOs), the SLOs will be used to assess student growth in non-tested courses and will contribute performance data to the calculation of the LEM for leaders in schools where these courses are taught. It is important that leaders understand, support, and monitor the SLO process involved in successful development, implementation, and assessment of SLOs in their school. District leaders, along with school leaders, will determine the format of the Teacher SLO form and what documentation or information should be provided for LKES evaluation conferences in which the SLO(s) will be discussed. LKES evaluators will review and discuss the SLO process, as well as SLO attainment data, with leaders at the Mid-year Formative Conference and Summative Evaluation Conference. This information on SLO implementation, monitoring, and end-of-year rating of will also assist in informing the Leader Effectiveness Measure.

Part IV

GaDOE TLE Electronic Platform

Part IV: GaDOE TLE Electronic Platform for LKES

The GaDOE TLE Electronic Platform will provide web-based access to multiple components of the Leader Keys Effectiveness System. This platform will include data from Georgia's Certified / Classified Personnel Information (CPI) report, the Student Longitudinal Data-management System (SLDS), Student Course Profile, and Student Record. The GaDOE TLE Electronic Platform will be provided by the GaDOE to all districts and schools using the Teacher Keys and Leader Keys Effectiveness Systems. The LKES portion of the electronic platform will include the elements listed in Figure 18.

Figure 18: GaDOE TLE Electronic Platform Framework for LKES

Container	Steps
Selection & Orientation	**1. Evaluator Selection** Leader selects their supervisor for participation in the evaluation. If you cannot find your evaluator, please contact your District Super User.
	2. Additional Reviewer(s) Leader selects additional reviewers, as necessary, to allow viewing access. If you cannot find your additional reviewer(s), please contact your District Super User.
	3. Orientation Leader confirms receiving Leader Keys Effectiveness System orientation.
Self-Assessment	**1. Self-Assessment** Leader conducts a self-assessment to reflect on their areas of strength and growth related to each standard. The results are shared with their evaluator and discussed during the Pre-Conference.
Performance Goal Setting	**1. Performance Goal Setting** Leader sets two Performance Goals, which result in both measurable growth in student achievement and progress toward improving leader effectiveness. It is recommended that at least one performance goal directly links to the leader's school improvement plan.
Leader Assessment on Performance Standards	**1. Leader's Documentation** Leader uploads documentation to support the performance on the standards and goals.
	2. Documenting Performance Evaluator collects documentation of performance, to inform the formative and summative assessments, which may include observation notes, commentary, conferences, data, reports, plans, etc.
	3. Observation Evaluator may complete observations, site visits, walkthroughs, etc.
	4. Formative Assessment Evaluator will determine performance ratings and provide written commentary on each of the eight standards using all appropriate documentation and observations.
	5. Climate Surveys
	6. Student Attendance
	7. Retention of Effective Teachers

Student Growth and Academic Achievement	**1. School Wide Performance on Non-Tested Subjects and Grades based on SLOs.**
	2. School Wide Performance on Tested Subjects and Grades based on SGPs.
	3. Achievement Gap Reduction
Leader Effectiveness Measure	**1. Summative Assessment Report** Evaluator will determine performance ratings and provide written commentary on each of the eight standards based on goal attainment and all appropriate documentation and observations.
	2. Student Growth and Academic Achievement Rating Evaluator assigns an end-of-year rating using an evaluation rubric.
	3. Leader Effectiveness Measure Report
Conference Tools	**1. Pre-Evaluation Conference** Leader and Evaluator document conversations on Self-Assessment and Goal Setting.
	2. Mid-Year Formative Assessment Conference Leader and Evaluator document the mid-year conference on Formative Assessment of Performance Standards, Goal Setting, Survey Data, Student Growth Data or other LKES processes.
	3. Summative Assessment Evaluation Conference Leader and Evaluator document the summative evaluation on Summative Assessment of Performance Standards, Goal Setting, Survey Data, Student Growth Data or other LKES processes.
	4. Documentation of Conferences for the Record Leader and Evaluator document conversations held in areas related to leader's performance, leader effectiveness, or other LKES evaluation processes.
	5. Additional Conferences Leader and Evaluator may use to document any additional conferences held in the LKES evaluation process.
	6. Professional Development Plan Leader and Evaluator document conversations on areas of growth and needed improvements in LKES standards and/or goals while developing plans for improvement.

 The robust electronic platform for LKES will maintain all data for the evaluation system including electronic signatures and date/time stamps maintained for all documents and data submissions. The GaDOE TLE Electronic Platform will also provide access to videos, links, and other resources that support the on-going professional learning necessary for the leader's continuous improvement.

APPENDIX 1

PERFORMANCE STANDARDS and RUBRICS

Performance Standard 1: Instructional Leadership
The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:
The leader:

1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.

1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.8 Provides the focus for continued learning of all members of the school community.

Effective Educational Leader Research

♦ Leaders of high-achieving schools have a clear vision and communicate to all stakeholders that learning is the school's most important mission.[2]

♦ Leaders of high-achieving schools expect teachers and students to attain the school's goals, and they are confident that their schools can meet their goals.[3]

♦ Effective leaders understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization.[4]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate
The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.

2.4 Maintains a collegial environment and supports the staff through the stages of the change process.

2.5 Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.

2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school rules, policies, and procedures.

2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community.

2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.

Effective Educational Leader Research

♦ There is a positive relationship between school climate and leadership, which affects overall school effectiveness.[5]

♦ Attempting to change the prevailing culture of a school is one of the more difficult tasks of the school leader.[6]

♦ Relationship-building and stakeholder involvement are of fundamental importance in establishing and sustaining school success.[7]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.

Performance Standard 3: Planning and Assessment
The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

3.1 Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.

3.2 Implements strategies for the inclusion of staff and stakeholders in various planning processes.

3.3 Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.

3.4 Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.

3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.

3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.

3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.

3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.

3.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Effective Educational Leader Research

♦ Effective leaders use multiple forms of data to inform school planning.[8]

♦ An effective leader incorporates stakeholder views in shared decision-making process and is a good listener.[9]

♦ It is important for leaders to engage in open and democratic dialogue with multiple stakeholders.[10]

♦ Good communication is crucial to meeting school goals.[11]

♦ Distributing leadership improves communication about the change process.[12]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.

Performance Standard 4: Organizational Management
The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

4.1 Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances and school accountability and reporting.

4.9 Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

Effective Educational Leader Research

♦ Maintaining a safe and orderly environment can affect teaching and learning positively and is therefore a fundamental responsibility of school leaders.[13]

♦ Effective leaders make creative use of all resources – people, time, and money – to improve teaching and learning.[14]

♦ Many administrative and organizational management tasks can be completed more efficiently through effective use of technology, allowing more available time for instructional leadership responsibilities.[15]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, **or** oversees the school's organization, operation, **or** use of resources.	The leader inadequately supports, manages, **or** oversees the school's organization, operation, **or** use of resources.

Performance Standard 5: Human Resources Management
The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

  5.1 Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

  5.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

  5.3 Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.

  5.4 Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.

  5.5 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.

  5.6 Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.

  5.7 Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.

  5.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

Effective Educational Leader Research

♦ Selecting capable and committed teachers is the core of the leader's human resources responsibilities.[16]

♦ Effective leaders create a culture in which new teachers are supported and mentored by others in the building and the leaders themselves are critical resources of effective instruction.[17]

♦ Effective leaders provide the time, resources, and structure for meaningful professional development and recognize the teacher leadership within the building.[18]

♦ Teachers leave the teaching profession for a variety of reasons, one of which is the lack of administrative support.[19]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, **or** retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, **or** retains quality instructional and support personnel.

Performance Standard 6: Teacher/Staff Evaluation
The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

Sample Performance Indicators
Examples may include, but are not limited to:
The leader:

6.1 Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.

6.2 Provides support, resources, and remediation for teachers and staff to improve job performance.

6.3 Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.

6.4 Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation records.

6.5 Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.

6.6 Involves teachers and staff in designing and implementing Professional Development Plans.

Effective Educational Leader Research

♦ The number of teachers who are incompetent is much larger than then the number who are documented as such, leading to a serious disconnect between reality and the ideal purposes of an evaluation system.[20]

♦ Teacher evaluation systems are integral to teacher improvement and overall school improvement, and improvement in the classroom.[21]

♦ Teacher evaluation systems are integral to improvement in the classroom.[22]

♦ Poor implementation and a negative atmosphere in which the evaluation takes place have caused teacher evaluation systems to fail in their purposes of improvement and accountability.[23]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, **or** focused on improved student learning.	The leader does not fairly evaluate school personnel **or** does not follow state or district guidelines. Feedback fails to be either timely, constructive, **or** focused on improved student learning.

Performance Standard 7: Professionalism
The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

7.1   Models respect, understanding, sensitivity, and appreciation.

7.2   Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.

7.3   Maintains a professional appearance and demeanor.

7.4   Models self-efficacy to staff.

7.5   Maintains confidentiality and a positive and forthright attitude.

7.6   Provides leadership in sharing ideas and information with staff and other professionals.

7.7   Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.

7.8   Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

7.9   Evaluates the impact professional development has on the staff/school/district improvement and student achievement.

7.10 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher**.**

7.11 Remains current with research related to educational issues, trends, and practices.

7.12 Maintains a high level of technical and professional knowledge.

7.13 Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.

Effective Educational Leader Research

♦ Effective leaders are fair and honest, possess a high degree of integrity, and hold themselves to a high standard of ethics.[24]

♦ Effective leaders communicate and model core values through their interactions with students and teachers. Most importantly, they model that they care for and have a genuine concern for children.[25]

♦ Leaders who fail to perform their duties with competence and integrity and fail to cultivate relationships have low levels of trust in their schools.[26]

♦ Professional development that focuses on the roles and responsibilities as well as the nuances of context can positively affect a leader's decision-making.[27]

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader inconsistently demonstrates professional standards, engages in continuous professional development, **or** makes contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, **or** making contributions to the profession.

Across all levels, leaders are expected to abide by the Code of Ethics
(http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

Performance Standard 8: Communication and Community Relations
The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

8.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

8.2 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

8.3 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

8.4 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

8.5 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

8.6 Provides a variety of opportunities for parent and family involvement in school activities.

8.7 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Effective Educational Leader Research

♦ An effective leader incorporates stakeholder views in a shared decision-making process and is a good listener.[28]

♦ It is important for leaders to engage in open and democratic dialogue with multiple stakeholders.[29]

♦ Good communication is crucial to meeting school goals.[30]

♦ Distributing leadership improves communication about the change process.[31]

Exemplary _In addition to meeting the requirements for Proficient…_	Proficient _Proficient is the expected level of performance._	Needs Development	Ineffective
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (_Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders._)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates **or** infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate **or** detrimental communication **or** collaboration with stakeholders.

APPENDIX 2

FORMS
AND
TOOLS

Quick Overview of the Leader Keys Effectiveness System Forms and Tools

The following forms and tools are provided in this appendix:

LEADER ASSESSMENT ON PERFORMANCE STANDARDS	
Self-Assessment Form	Leaders will complete the self-assessment within the GaDOE TLE Electronic Platform by October 31, 2012 for the pilot/full implementation year.
Performance Goal Setting Form	This is a required form leaders must complete to identify and clarify two performance goals. The form must be completed by October 31, 2012 for the pilot/full implementation year.
Documentation Evidence Examples Sheet	This form provides examples of the type of documentation a leader might provide to an evaluator.
LAPS Reference Sheets	These sheets provide the leaders and evaluators with a quick reference of the LAPS performance standards, indicators and rubrics.
Formative Assessment Report Form	This is a required form evaluators will use to provide a formative assessment to leaders. The formative assessment must be completed by February 1, 2013 for the pilot/full implementation year.
Summative Assessment Report Form	This is a required form evaluators will use to provide leaders with a summative rating on each of the performance standards, as well as an overall LAPS score. The summative assessment must be completed by May 15, 2013.

Self-Assessment

Leader: _____ **Date:** _____

School: _____ **School Year:** _____

***Directions*:** *This is a required form leaders will use to do a self-assessment of their performance related to each standard. The indicators are examples of what successful performance of that standard may entail, but they should not be viewed as a comprehensive checklist of behaviors.*

School Leadership	Rating	Comments
1. **Instructional Leadership**	____Exemplary ____Proficient ____Needs Development ____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

School Leadership	Rating	Comments
2. School Climate	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.

Organizational Leadership	Rating	Comments
3. **Planning and Assessment**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.

Organizational Leadership	Rating	Comments
4. **Organizational Management**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, **or** oversees the school's organization, operation, **or** use of resources.	The leader inadequately supports, manages, **or** oversees the school's organization, operation, **or** use of resources.

Human Resources Leadership	Rating	Comments
5. **Human Resources Management**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, **or** retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, **or** retains quality instructional and support personnel.

Human Resources Leadership	Rating	Comments
6. **Teacher/Staff Evaluation**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, **or** focused on improved student learning.	The leader does not fairly evaluate school personnel **or** does not follow state or district guidelines. Feedback fails to be either timely, constructive, **or** focused on improved student learning.

Professionalism and Communication	Rating	Comments
7. **Professionalism**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader inconsistently demonstrates professional standards, engages in continuous professional development, **or** makes contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, **or** making contributions to the profession.

Professionalism and Communication	Rating	Comments
8. **Communication and Community Relations**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	Strengths: Areas for Growth:

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates **or** infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate **or** detrimental communication **or** collaboration with stakeholders.

Performance Goal Setting

Directions: _Performance Goal Setting assists leaders in identifying two school improvement goals that result in both measurable growth in student achievement and progress toward improving leader effectiveness._

Leader (Principal or Assistant Principal): _____

GOAL STATEMENT #1:	
Identify Data Source(s) used in creating the goal: (_Examples include but are not limited to: Self-Assessment results, System Priorities, School Improvement Plan, student achievement data, survey data, etc._)	
Performance Standard(s) to which the goal relates: (_Check one or more, as applicable_)	☐ 1. Instructional Leadership ☐ 2. School Climate ☐ 3. Planning and Assessment ☐ 4. Organizational Management ☐ 5. Human Resources Management ☐ 6. Teacher/Staff Evaluation ☐ 7. Professionalism ☐ 8. Communications and Community Relations

Goal Attainment Plan:	
Strategy **Documentation** **Timeline and Target Date**	
Strategy **Documentation** **Timeline and Target Date**	

GOAL STATEMENT #2:	

Identify Data Source(s) used in creating the goal: *(Examples include but are not limited to: Self-Assessment results, System Priorities, School Improvement Plan, student achievement data, survey data, etc.)*	
Performance Standard(s) to which the goal relates: *(Check one or more, as applicable)*	☐ 1. Instructional Leadership ☐ 2. School Climate ☐ 3. Planning and Assessment ☐ 4. Organizational Management ☐ 5. Human Resources Management ☐ 6. Teacher/Staff Evaluation ☐ 7. Professionalism ☐ 8. Communications and Community Relations

Goal Attainment Plan:	
Strategy	
Documentation	
Timeline and Target Date	
Strategy	
Documentation	
Timeline and Target Date	

_____   _____
Principal's Signature/Date   *Evaluator's Signature/Date*

*Attainment of Goal(s) will be addressed in the Summative Evaluation Conference and Summative Assessment Form.

Examples of LKES Documentation

Standard	Examples of Documentation that may be Included
1. Instructional Leadership	- District goals - Biennial school improvement plan - Strategic plan - District improvement plan - Vision/Mission/Core belief statements - Staff evaluation grid - Leadership/School Improvement Team agendas - Building leader responsibility chart - Professional goals - Master schedule - Schedules for students in the alternative education program - Project-specific summaries of a goal - Ensuring SOA/SOQ compliance - Program development - Staff Development Plan - School committees and members
2. School Climate	- Monthly discipline report by student - Monthly discipline report by infraction - Teacher of the Year recommendation - Annual Report of Discipline, Crime, and Violence - Teacher/Staff appreciation - Principal appreciation - Surveys of staff - Student recognition - Student groups/clubs
3. Planning and Assessment	- Vision statement - Long-range goals - Short-range goals - School improvement plan - School assessment results annual comparisons
4. Organizational Management	- Building schedules - Leader responsibility chart - Schedule and course compliance - Facility use log - Physical plant and grounds management - Annual financial audits - Uncollected debts - Inventory records - CTE compliance - SPED compliance

Standard	Examples of Documentation that may be Included
5. Human Resources Management	• Percentage of highly-qualified staff • Staff evaluation schedule • Monthly discipline report by teacher • Recertification • Interview protocol • Improvement plans • Staff evaluations
6. Teacher/Staff Evaluation	• Staff Recognition Program • Staff evaluation schedules • Data on teacher/staff ratings • Performance Improvement Plans • Documentation on deficient teachers • Documentation on proficient teachers
7. Professionalism	• Staff development activity agendas • Department/grade level meeting documentation • Staff surveys • Professional conference attendance • Professional organization membership
8. Communication and Community Relations	• Faculty meeting agendas • Newsletters • PAC/PTO/PTA agendas • Optional parent/community survey • Web site • Completion of annual school safety audit • Safe School's Committee agendas and minutes of meetings • School Health Advisory Board agendas and minutes of meetings • Media communications • Presentation to civic/community groups

1.	**Instructional Leadership:** *The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.*
1.1	Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
1.2	Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
1.3	Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.
1.4	Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.
1.5	Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.
1.6	Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.
1.7	Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
1.8	Provides the focus for continued learning of all members of the school community.
2.	**School Climate:** *The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*
2.1	Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
2.2	Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
2.3	Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.
2.4	Maintains a collegial environment and supports the staff through the stages of the change process.
2.5	Develops and/or implements a Safe School Plan that manages crisis situations in an effective and timely manner.
2.6	Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.
2.7	Develops and/or implements best practices in school-wide behavior management that are effective within the school community.
2.8	Communicates behavior management expectations regarding behavior to students, teachers, and parents.
3.	**Planning and Assessment:** *The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.*
3.1	Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.
3.2	Implements strategies for the inclusion of staff and stakeholders in various planning processes.
3.3	Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
3.4	Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.
3.5	Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.
3.6	Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.
3.7	Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.
3.8	Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.
3.9	Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
3.10	Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.
4.	**Organizational Management:** *The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*
4.1	Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
4.2	Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
4.3	Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
4.4	Identifies potential problems and deals with them in a timely, consistent, and effective manner.
4.5	Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
4.6	Reviews fiscal records regularly to ensure accountability for all funds.
4.7	Plans and prepares a fiscally responsible budget to support the school's mission and goals.
4.8	Follows federal, state, and local policies with regard to finances and school accountability and reporting.
4.9	Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

5.	**Human Resources Management:** *The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.*
5.1	Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
5.2	Supports formal building-level employee induction processes and mentoring procedures to support and assist all new personnel.
5.3	Provides opportunities for professional growth in leadership and continual improvement for all staff.
5.4	Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.
5.5	Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
5.6	Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.
5.7	Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.
5.8	Recognizes and supports the achievements of effective teachers and staff and provides them opportunities for increased responsibility.
6.	**Teacher/Staff Evaluation:** *The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.*
6.1	Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.
6.2	Provides support, resources, and remediation for teachers and staff to improve job performance.
6.3	Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.
6.4	Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluations.
6.5	Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.
6.6	Involves teachers and staff in designing and implementing best practices based on evaluation results which improve instructional practice leading to increased student achievement.
7.	**Professionalism:** *The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*
7.1	Models respect, understanding, sensitivity, and appreciation.
7.2	Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.
7.3	Maintains a professional appearance and demeanor.
7.4	Models self-efficacy to staff.
7.5	Maintains confidentiality and a positive and forthright attitude.
7.6	Provides leadership in sharing ideas and information with staff and other professionals.
7.7	Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
7.8	Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
7.9	Evaluates the impact professional development has on the staff/school/district improvement and student achievement.
7.10	Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
7.11	Remains current with research related to educational issues, trends, and practices.
7.12	Maintains a high level of technical and professional knowledge.
7.13	Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.
8.	**Communication and Community Relations:** *The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.*
8.1	Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
8.2	Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
8.3	Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
8.4	Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
8.5	Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
8.6	Provides a variety of opportunities for parent and family involvement in school activities.
8.7	Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Formative Assessment

Directions: *Evaluators should rate the leader's performance on the eight performance standards based on the totality of evidence and consistency of practice. Evaluators should check the box of the applicable rating and provide comments on the specific evidence related to each standard.*

Leader: _____ **Date:** _____

School: _____ **School Year:** _____

School Leadership	Rating	Specific Comments
1. Instructional Leadership	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

School Leadership	Rating	Specific Comments
2. **School Climate**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.

Organizational Leadership	Rating	Specific Comments
3. **Planning and Assessment**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.

Organizational Leadership	Rating	Specific Comments
4. **Organizational Management**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, **or** oversees the school's organization, operation, **or** use of resources.	The leader inadequately supports, manages, **or** oversees the school's organization, operation, **or** use of resources.

Human Resources Leadership	Rating	Specific Comments
5. **Human Resources Management**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, **or** retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, **or** retains quality instructional and support personnel.

Human Resources Leadership	Rating	Specific Comments
6. Teacher/Staff Evaluation	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, **or** focused on improved student learning.	The leader does not fairly evaluate school personnel **or** does not follow state or district guidelines. Feedback fails to be either timely, constructive, **or** focused on improved student learning.

Professionalism and Communication	Rating	Specific Comments
7. Professionalism	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader is inconsistently demonstrates professional standards, engaging in continuous professional development, **or** making contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, **or** making contributions to the profession.

Professionalism and Communication	Rating	Specific Comments
8. Communication and Community Relations	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates **or** infrequently collaborates on issues of importance to-stakeholders.	The leader demonstrates inadequate **or** detrimental communication **or** collaboration with stakeholders.

Commendations:

Areas Noted for Improvement:

_____   _____
Principal's Signature/Date   *Evaluator's Signature/Date*

Summative Assessment

__Directions__: Evaluators should use this form at the end of the year to provide leaders with a summative assessment of performance. For each standard, check the box that best represents how well the leader met the performance standard using a totality of the evidence and consistency of practice. The total LAPS score will be calculated within the GaDOE TLE Electronic Platform as follows: (Exemplary = 3 pts; Proficient = 2 pts; Needs Development = 1 pt; Ineffective = 0 pts).

Leader: _____ **Date:** _____

School: _____ **School Year:** _____

School Leadership	Rating	Specific Comments
1. **Instructional Leadership**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

School Leadership	Rating	Specific Comments
2. **School Climate**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.

Organizational Leadership	Rating	Specific Comments
3. **Planning and Assessment**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.

Organizational Leadership	Rating	Specific Comments
4. **Organizational Management**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, **or** oversees the school's organization, operation, **or** use of resources.	The leader inadequately supports, manages, **or** oversees the school's organization, operation, **or** use of resources.

Human Resources Leadership	Rating	Specific Comments
5. **Human Resources Management**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, **or** retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, **or** retains quality instructional and support personnel.

Human Resources Leadership	Rating	Specific Comments
6. Teacher/Staff Evaluation	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, **or** focused on improved student learning.	The leader does not fairly evaluate school personnel **or** does not follow state or district guidelines. Feedback fails to be either timely, constructive, **or** focused on improved student learning.

Professionalism and Communication	Rating	Specific Comments
7. Professionalism	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader is inconsistently demonstrates professional standards, engaging in continuous professional development, **or** making contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, **or** making contributions to the profession.

Professionalism and Communication	Rating	Specific Comments
8. **Communication and Community Relations**	_____Exemplary _____Proficient _____Needs Development _____Ineffective	

Exemplary	Proficient	Needs Development	Ineffective
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates **or** infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate **or** detrimental communication **or** collaboration with stakeholders.

Commendations:

Areas Noted for Improvement:

_____   _____
Principal's Signature/Date   *Evaluator's Signature/Date*

Professional Development Plan		
Leader	**School/District**	
Evaluator	**Beginning Date**	**Projected End Date**
	Performance Standard(s) for Improvement	
Actions and Expectations		
Actions	**Timeline**	**Support/Resources**
Data for Consideration		
Review Dates		
Date	Results	Next Review Date
Leader's Signature		**Date**
Evaluator's Signature		**Date**
Final Results		
The teacher has achieved the Performance Standard/s improvement measures. ☐ **Check**		**The teacher has not achieved the Performance Standard/s improvement measures.** ☐ **Check**

Comments/Next Steps
Leader's Signature   **Date**
Evaluator's Signature   **Date**

APPENDIX 3

LKES
Conference Calendar

LKES Conferences

Explanation
Conferencing is an integral part of the LKES process. Ongoing dialogue between the evaluator and school leaders opens up opportunities for rich conversation around the work in schools. Evaluators should ask guiding questions that allow leaders to review and reflect on their work ensuring a balance between accountability and professional growth. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions necessary to improve outcomes for students. Face-to-face conferencing provides evaluators and leaders time to develop clear expectations, design appropriate professional growth plans and address individual school needs.

Figure 16: Suggested Timeline for LKES Conferences

Date	Meeting Focus/Materials	Meeting Description
October 2012	**Pre-Evaluation Conference** • *Orientation (signed off)* • *Self-Assessment* • *Performance Goal Setting Form*	Leader and evaluator review Self-Assessment and finalize the leader's two performance goals.
January/February 2013	**Mid-year Formative Assessment Conference** • *School wide Student Growth and Academic Achievement data to date reviewed,* • *Progress on Performance Goals,* • *Formative Assessment Form* • *Documentation (Leader and Evaluator)* • *Additional multiple data sources*	Leader and evaluator review the Formative Assessment results and ratings, the progress of two performance goals and any additional documentation needed.
April/May 2013	**Summative Assessment Conference** • *School wide Student Growth and Academic Achievement data to date reviewed,* • *Performance Goals data* • *Summative Assessment Form* • *Documentation (Leader and Evaluator)* • *Observation data (if applicable)*	Leader and evaluator review the Summative Assessment results and ratings, all documentation, and attainment of performance goals. Ratings will be used to calculate the LAPS score.

APPENDIX 4

GLOSSARY

Achievement Gap: An achievement gap is the difference in student performance between a focal group and a reference group.

Credentialing: Credentialing is an assessment process that provides calibration and further increases the alignment of evaluation ratings.

Documentation (referring to evidence & artifacts): Documentation is a general term for a collection of information or evidence that can serve as a record of a leader's practice.

Domain: Comprehensive categories which describe the major areas of leaders' work. There are four domains in LAPS, each of which includes two leader performance standards (duties and responsibilities).

Focal Group: The focal group is the interest group. The focal group is schools' high-need students, which is defined as the lowest 25 percent of students in the score distribution.

Formative assessment: The LAPS Formative Assessment is a mid-year rating on all eight leader performance standards. The formative assessment rating is based on a "totality of evidence and consistency of practice**".** Evidence may consist of documentation provided by the leader as well as evaluator commentary, documentation, observations, conference notes or relevant records.

GaDOE TLE Electronic Platform: Georgia Department of Education Teacher & Leader Effectiveness Electronic Platform

Higher-level thinking: Generally, the skills involving application, analysis, evaluation, etc., identified in Bloom's cognitive taxonomy, are regarded as higher-level thinking.

Hold harmless: An agreement or contract in which one party agrees to hold the other free from accountability.

LAPS: Leader Assessment on Performance Standards

Leader: For the LKES pilot/full implementation year, the term *Leader* will be used interchangeably to mean principal and assistant principal.

Leader Effectiveness: Effective leaders possess the knowledge, skills, and dedication that ensure optimal learning opportunities and growth for all students. They strive to close achievement gaps and prepare all students with a readiness for college and career success. Effective leaders build relationships with students, parents, colleagues and staff. Self-reflection, collaboration with colleagues, and modeling of continuous learning and leadership is seen within the school setting and beyond. They communicate high expectations to all stakeholders and meet the performance standards in a manner that is consistent with the school's mission and goals with a positive impact on student learning and school improvement.

LKES: Leader Keys Effectiveness System

Performance Appraisal Rubric: Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of leaders' performance efficient and accurate, and to help the evaluator justify to the evaluatees and others the rating that is assigned.

Performance Indicator: Performance indicators provide examples of observable, tangible behaviors for each leader performance standard. They are ***examples*** of the type of performance that will occur if a standard is being successfully met.

Performance Portrait: Performance portrait is an expression that refers to an inclusive and thorough representation of a leader's effectiveness.

Performance Standard: Performance standards are the major duties performed by a leader and serve as the basic unit of analysis in the LAPS component of the Leader Keys Effectiveness System. The leader performance standards are well supported by extant research as the essential elements that constitute leader effectiveness.

Professional Development Plan: A Professional Development Plan (PDP) is a plan mandated by the evaluator. It shall be developed by the evaluator in collaboration other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of leader practice and increased leader effectiveness. The PDP is a more intensive effort toward improvement of leader practice and effectiveness. A PDP may also be used when an leader does not meet the professional duties, responsibilities and ethical expectations required by the leader.

Purposeful Sample: A sample that is generated through a non-random method of sampling. Purposeful sampling is often used to select information-rich cases for in-depth study.

Reference Group: The reference group is the target group. The reference group is a statewide benchmark, defined as the state's mean performance. Using a statewide benchmark as the reference group increases the stability of the measure as well as eliminates the ability to improve on the measure by decreasing the achievement of higher achieving students.

Self-Assessment: Self-assessment is a process by which leaders judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

SGP: Student Growth Percentile describes a student's growth relative to his/her academic peers - other students with similar prior achievement.

SLO: Student Learning Objective SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a mea

SMART: SMART is a mnemonic used to set goals and/or objectives. The criteria for meeting the goals should be specific, measurable, appropriate, realistic, and time-bound.

Step-Wise Progression*:* A format of evaluation rubric design that arranges the levels of a rubric to make a qualitative distinction among different levels of performance. The differentiated descriptions of four levels of performance, ranging from ineffective to exemplary, on each of the eight leader standards are marked by a gradual progression as if step by step.

Stratified Random Sample*:* A method of sampling that involves the division of a population into smaller homogeneous subgroups known as strata. The strata are formed based on members' shared attributes or characteristics. A random sample is taken from each stratum that may be proportional to the stratum's size when compared to the total population. These subsets of the random sample are then pooled together. Stratified random sampling is particularly advantageous for a population of diversity.

Summative Assessment*:* A rating on each of the eight leader performance standards using the "totality of the evidence and consistency of practice". This evidence is based on achievement of the performance goals and the documentation of practice and process provided by the leader as well as other relevant evaluator notes.

Teacher Effectiveness: Effective teachers possess the knowledge, skills, and dedication that ensure optimal learning opportunities and growth for all students. They strive to close achievement gaps and prepare diverse student populations for post-secondary success. Effective teachers build relationships with students, parents, colleagues and staff. They facilitate mastery of content and skill development utilizing highly effective learning strategies. Effective teachers create differentiated, engaging learning environments. They communicate high expectations to students. Collaboration is routine practice with colleagues, as well as self-reflection, modeling continuous learning and leadership within the school setting and beyond.

Totality of the Evidence and Consistency of Practice*:* While using the *Summative Assessment Report* form to evaluate performance on each leader standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level assignment is most accurate and appropriate to represent a leader's performance on a standard.

TKES: Teacher Keys Evaluation System

Z – Score: Z scores are standardized scale scores. Using z scores instead of scale scores enables the comparison of scores across grades and subject areas. Both CRCT and EOCT scores will be included, and Z scores are calculated using the equation

$$z = \frac{x - \mu}{\sigma}$$

where *x* is a student's scale score in a particular grade/subject/EOCT and μ and σ are the state mean and standard deviation, respectively, for that grade/subject/EOCT. Z represents the distance between the student's score and the state mean in standardized units.

Georgia Department of Education
Leader Keys Effectiveness System Evaluator Handbook

Appendix 5

Acronyms

ACRONYMS

GaDOE:	Georgia Department of Education
LAPS:	Leader Assessment on Performance Standards
LDS:	Longitudinal Data System
LKES:	Leader Keys Effectiveness System
LEM:	Leader Effectiveness Measure
PDP:	Professional Development Plan
PLP:	Professional Learning Plan
RT3:	Race to the Top
SGP:	Student Growth Percentile
SIP:	School Improvement Plan
SLO:	Student Learning Objective
TKES:	Teacher Keys Effectiveness System
TLE:	Teacher and Leader Effectiveness

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