



Leadership, Supervision, and Evaluation of Administrators

Board of Education Meeting - September 25, 2018



Leadership

Invest in sustained leadership opportunities for administrators and teacher leaders.

Introduce and study organizational theory concepts, frameworks, practices, business management, leadership, not-for-profits, and educational institutions.

Grow leaders; create opportunities for professional growth and development.

Foster a data-mindset and data-driven practices, inquiry, and action research.



Practices

Long-standing partnership with Research for Better Teaching - Massachusetts-based professional development organization:

- Administrative team participation in Analyzing Teaching for Student Results course and study of High Expectations Teaching (Saphier, 2017).
- Site-based coaching model with consultant Ken Chapman - ATSR protocol - aligned with mini observations/professional feedback (District APPR Framework)
- District-wide distribution of *The Skillful Teacher* and *High Expectations Teaching*

RBT - Systemic Improvement Projects: RBT acts as a critical friend and partner with district leaders, school leaders, and teachers to coordinate a long-term change process that produces results: changes in culture, leadership, and classroom practice that have a direct and lasting impact on student achievement and motivation.



Practices - continued

Partnership with Southern Cross Consultancy (Liz Irwin) to engage in site-based leadership consultancy to support new building-based administrative teams:

- Support high impact instructional leadership for principals and leadership teams.
- Explore research-based studies focusing on effective school leadership practices and identify strategies for implementation.
- Focus on instructional leadership: support to strengthen role as facilitator, architect, instructional leader, coach, and “leader of leaders.”

“The high impact leader creates a school climate in which everybody learns, learning is shared, and critique isn’t just tolerated, it is welcomed...” Professor John Hattie, (2015)



Practices - continued

Tri-State Consortium - regional critical friend (like-minded districts) focused on system-improvement and leadership:

- Participation in year-long study groups (elementary, middle, and high school principals) with colleagues.
- Co-lead/participate in visiting team review process - partner districts.
- Attend fall and spring consortium presentations led by nationally-recognized speakers.



Feedback from Tri-State Consortium Visiting Team

“The visiting team observed a higher level of administrative performance and a transformed organizational climate.”



Supervision - Meetings, Observations, and Evidence of Practice

- School-based instructional learning walks (monthly) - facilitated by Assistant Superintendent for Curriculum and Instruction Annie Ward.
- Building-leadership meetings with Superintendent of Schools (monthly).
- Elementary and Secondary Level Administrative Meetings (monthly).
- District-wide Administrative Council Meetings (quarterly/summer).



Supervision - Observations and Evidence (artifacts) of Practice

- Faculty meetings
- Superintendent Conference Days
- PTA events
- Parent Open House
- CSE/504/Parent Meetings
- Weekly Communications



Formative Evaluation

- Bi-annual (fall/spring) performance reviews presented to the Board of Education
- Monthly check-ins with Central Office (Superintendent, Assistant Superintendents)
- Mentor-Mentee - conversations - ongoing



Summative Evaluation - Two Components

- Kim Marshall Summative Evaluation Rubric: (six performance areas):

Diagnosis and Planning, Priority Management and Communication, Curriculum and Data, Supervision, Evaluation, and Professional Development, Discipline and Family Involvement, and Management and External Relations

- State-assigned Growth Score (school assigned based on test performance results).