



Maine Principals' Association (MPA)
Supervision and Evaluation Committee

Educational Leader Evaluation System

Introduction

School districts, educational organizations, state governments, and the federal government recognize not only the key role that Educational Leaders play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, *How Leadership Influences Student Learning* (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

At the state level, all Maine school administrative units, to comply with the rules of Chapter 508 of Title 20-A, were expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators (teachers and Educational Leaders) for full implementation by the 2015-16 school year. The elements of an approved PE/PG system must include:

- Standards of professional practice by which teachers and Educational Leaders are evaluated.
- Multiple measures of effectiveness.
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures and attaches consequences to each level.
- A process for using information from the evaluations to inform professional development.
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer support and mentoring, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

As of October 2022, the MPA system has been in place for several years and was reviewed and updated to meet the legal requirements set by Chapter 180.

The Maine Educational Leaders' Association (MPA) Supervision and Evaluation Committee has taken the initiative to review existing models of Educational Leader evaluation, and to develop a tool that incorporates performance-based standards *and* a process to ensure professional growth. Therefore, the committee offers the following Educational Leader Evaluation System for use by school administrative units in full or with revisions made at the local level.

This Educational Leader Evaluation System is based on the **ISLLC Standards**. To create the system, the committee used *Rethinking Principal Evaluation* (2012), the comprehensive, research-based framework for Educational Leader evaluation system, resulting from a two-year initiative of the National Association of Elementary School Educational Leaders (NAESP) and the National Association of Secondary School Educational Leaders (NASSP) in developing the six key domains. Those two organizations collaborated to give Educational Leaders a voice in response to the national focus on revised teacher and Educational Leader evaluation systems that are tied to student achievement. In addition, the committee relied on *The Marzano School Leadership Evaluation Model* (2012) and *New Leaders Principal Evaluation Handbook* (2012) for measurement examples and rubric language.

There are six key domains of Educational Leader leadership incorporated into this model:

- *Professional Growth and Learning*
- *Student Growth and Achievement*
- *School Planning and Progress*
- *School Culture*
- *Professional Qualities and Instructional Leadership*
- *Stakeholder Support and Engagement*

The committee asserts that this system is a valid and authentic measurement system by which superintendents and other school leaders can accurately assess the effectiveness of Educational Leaders. The committee also recognizes the recent trend of holding Educational Leaders accountable strictly for student achievement data and instead proposes this more balanced system whereupon Educational Leaders ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. The committee recognizes that the six domains that frame this system comprise the spheres of influence that an Educational Leader can reasonably claim. We reject the practice of using student achievement data as the sole determining factor of Educational Leader job performance.

The Educational Leader Evaluation System builds on the six domains recommended in NAESP and NASSP's *Rethinking Principal Evaluation* framework by creating standards and rubrics linked to these domains. The Educational Leader Evaluation System includes:

- *Description of the process*
- *Description of each domain*
- *Formal evaluation tool with standards and rubrics*
- *Self-reflection tool*
- *360-degree survey tool*
- *An annual timeline/workflow chart involving the Educational Leader and supervisor.*

It is of critical importance that school leaders be evaluated as part of a comprehensive and effective supervision and evaluation system on a regular basis. The work of a school leader is too valuable for improving student learning in our state to leave the evaluation process to chance.

The MPA Supervision and Evaluation Committee trusts that this Educational Leader Evaluation System meets your needs. As you continue with this process, your feedback and comments will be greatly appreciated. We wish you the best!

Michael Davis, Walton School, Auburn
Lori Smail, Winthrop Middle School, Winthrop
Lindsey Nadeau, Biddeford Intermediate School, Biddeford
Nichole Goodspeed, Cascade Brook School, Farmington
Paula Callan, Messalonskee High School, Oakland
Amy Boles, Hancock County Technical Center, Ellsworth
John Springer, Cape Elizabeth High School, Cape Elizabeth
Zachary Freeman, Hermon Middle School, Hermon
Emily Doughty, Maine Department of Education
Holly Blair, Maine Principals' Association

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring an Educational Leader's growth and the degree to which follow through on a professional growth and learning plan to improve practice has taken place. The Educational Leader is recognized as the leader of the school who continually improves on professional practice.

Standards:

1. The Educational Leader develops a professional growth and learning plan to improve professional practice.
2. The Educational Leader engages in activities to improve professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about the Educational Leader's ability to lead.
3. The Educational Leader demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the Educational Leader and the other evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how these events were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measurable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks feedback from multiple sources and stakeholders and adapts plan as appropriate.	Shares and models SMART (Specific, Measurable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of evidence.	Plan lacks SMART elements and includes limited forms of evidence.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking feedback and expertise (e.g., mentoring/ coaching)	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

- _____ Professional Growth and Learning Plan
- _____ Engagement and Monitoring of Plan
- _____ Self-Reflection

Comments:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the Educational Leader's ability to ensure that data-informed student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The Educational Leader collects and analyzes data and information utilizing assessment and accountability systems.
2. The Educational Leader ensures that clear and measurable school goals are established and focus on improving student achievement.
3. The Educational Leader ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.
4. The Educational Leader ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the Educational Leader identifies an issue that exists within the school. Working together with staff, the Educational Leader develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which an Educational Leader achieves school achievement goals.
4. The degree to which an Educational Leader achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to inform re-teaching.

Rubric for Domain 2: Student Growth and Achievement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measurable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Student Growth and Achievement

- _____ Data Collection and Analysis
- _____ Goals for School Achievement
- _____ Goals for Student Achievement
- _____ Program and Intervention Practices

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the Educational Leader's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The Educational Leader collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The Educational Leader monitors and evaluates progress and revises school improvement plans.
3. The Educational Leader ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The Educational Leader develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (i.e. attendance rates, graduation rates, PSAT/SAT/ACT scores, state-wide and local assessment data, PBIS, AP scores, student work samples, Industry certification assessment data, formative, and summative teacher-administered test data, use of school-wide rubrics, special recognitions, discipline referrals, and accomplishments).
3. Minutes, agendas, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Educational Leader self-reports.
5. 360-degree survey feedback from staff and parents.
6. District records.
7. Teacher and staff interviews and focus groups.

Rubric for Domain 3: School Planning and Progress

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
School Improvement Plan (SIP)	Develops and implements a SIP that incorporates innovative data-collection methods and/or strategies.	Writes a data-informed comprehensive SIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a SIP.
Monitors SIP	Continually monitors the SIP with staff to ensure SIP implementation.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of SIP implementation.	Does not monitor SIP.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly analyzed and revised, with a focus to improve instruction.	Ensures that the written curriculum has been analyzed so that essential elements are identified and monitored.	Inconsistent focus on analyzing curriculum and identifying essential elements.	Does not monitor curriculum analysis; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are addressed, and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

- _____ School Improvement Plan
- _____ Monitoring School Improvement Plan
- _____ Rigorous and Coherent Curriculum
- _____ Instructional Capacity and Development of Staff

Comments:

Domain 4: School Culture

Descriptor: This domain focuses on the Educational Leader's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The Educational Leader promotes and protects the welfare and safety of students and staff.
2. The Educational Leader obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The Educational Leader develops the capacity for distributed leadership.
4. The Educational Leader acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of Educational Leader performance.
2. 360-degree survey feedback from staff.
3. Observations.
4. Recruitment and retention of faculty and students.
5. Stakeholder participation in school activities, clubs, or functions.
6. Stakeholder involvement in other school or community events.
7. Attendance rates, discipline rates.
8. Evidence of professional development on school safety
9. Up to date School Emergency Plan.
10. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Is responsive to stakeholder feedback regarding school safety.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Is responsive to staff and student feedback regarding school safety.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning but does not complete the task.	Does not manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Ensures that all staff have the opportunity to contribute to the vision of the school through assuming varied leadership roles.	Ensures there are regular opportunities for staff input; develops and monitors effectiveness of distributed leadership.	Attempts to collect input from staff and delegates some responsibilities but does not complete the task and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.

Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success with the school, district, and community.	In addition to acknowledging and celebrating, monitors the extent to which people are recognized for contributions to the school.	Acknowledges and celebrates accomplishments of the school and individuals within it.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.
-------------------------------	---	---	--	---

Score for Domain 4: School Culture

- _____ Routines and Procedures for a Safe and Orderly Environment
- _____ Management of Fiscal, Operational, and Technological Resources
- _____ Distributed Leadership and Collaboration
- _____ Recognition of Success

Comments:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures an Educational Leader's leadership knowledge, skills, and behavior competencies as seen in daily practice. Educational Leader professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and conduct themselves in a professional manner.

Standards:

1. The Educational Leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The Educational Leader supervises instruction.
3. The Educational Leader monitors and evaluates the impact of the instructional program.
4. The Educational Leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal district supervision and evaluation plan with faculty and/or staff.
2. Evidence of feedback given to faculty and/or staff as part of the district supervision and evaluation plan, including actionable feedback to teachers to improve leadership practice.
3. Portfolio artifacts of Educational Leader performance aligned to state, district, or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. School vision includes a focus on student academic achievement and social/emotional development.
6. The degree to which an Educational Leader achieves goals from Professional Growth Plan.
7. Observations by peers and evaluator of Educational Leader practice.
8. 360-degree survey feedback.
9. Self-reflections from Educational Leaders.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Vision	Consistently revisits and reflects upon the vision through the collaborative decision making process with all stakeholders.	Engages stakeholders in developing a vision for high student achievement and college and career readiness and implements the vision through collaboration.	Develops a vision for high student achievement and college and career readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college and career readiness.
Supervision and Evaluation of Faculty	<p>Ensures that all staff and faculty receive summative or formative evaluation feedback per district supervision and evaluation policy.</p> <p>Develops highly effective action-growth plans, based on all available data, to improve teacher performance.</p>	<p>Ensures that all staff and faculty receive summative or formative evaluation feedback per district supervision and evaluation policy.</p> <p>Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and provides clear feedback on performance.</p>	<p>Attempts to ensure that all staff and faculty receive summative or formative evaluation feedback per district supervision and evaluation policy.</p> <p>Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources but does not provide clear feedback on performance.</p>	<p>Attempts to ensure that all staff and faculty receive summative or formative evaluation feedback per district supervision and evaluation policy.</p> <p>Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.</p>

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation; limited monitoring of impact of the instructional program.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions or improve how the educational leader performs or is perceived.	Performs with integrity and the best interest of all students; monitors staff perceptions.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

- _____ Vision
- _____ Supervision and Evaluation of Faculty and Staff
- _____ Instructional Program
- _____ Integrity and Ethics

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the Educational Leader's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The Educational Leader promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The Educational Leader builds and sustains positive relationships with families and caregivers.
3. The Educational Leader builds and sustains productive relationships with community partners.

Measurement Examples:

1. Artifacts of Educational Leader performance
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups
3. Awards and local school recognitions
4. Newsletters or media brochures or other communication feedback measures, and district observations
5. Inclusive community events and activities
6. ELOs and Internship opportunities
7. Form community partnerships
8. Interactive website or social networking technologies for students, parents, and community

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Understanding the Community	Continually seeks community input and monitors through ongoing dialogue with the community to optimize the functioning of the school and is responsive to its diverse needs.	Seeks and utilizes community input in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input but does not consistently utilize the feedback to ensure optimal functioning of the school.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture that allows for all families to be welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement and equity.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts, a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement and equity for all learners.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

_____ Understanding the Community

_____ Relationships with Families

_____ Relationships with Community Members

Comments:

Assigning an Evaluation Rating

Each Educational Leader annually receives summative rating in one of 4 levels:

1. *Exemplary*
2. *Proficient*
3. *Basic*
4. *Does Not Meet*

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few Educational Leaders are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced Educational Leaders and the goal for new Educational Leaders performing at the basic level. Proficient Educational Leaders demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced Educational Leader, a cause for concern. On the other hand, for Educational Leaders in the first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

Does Not Meet ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Does Not Meet* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.
2. For each of the six domains, determine the rating (*Exemplary, Proficient, or Does Not Meet*) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating.

<i>Exemplary (4)</i>	<i>Proficient (3)</i>	<i>Basic (2)</i>	<i>Does Not Meet (1)</i>
Exemplary on at least 3 standards	At least Proficient on at least 3 standards	At least Basic on at least 4 Standards	Does Not Meet on at least 2 Standards
AND	AND	OR	
No rating below Proficient on any Standard	No rating below Basic on any Standard	One rating of Does Not Meet	

Implications Based on Level of Performance from Proficiency Standards (Exemplary, Proficient, Basic, Does Not Meet) and the Process for Identifying Professional Development

“Exemplary” or “Proficient”

Educational Leaders performing at the “*exemplary*” or “*proficient*” level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year’s goals.

Educational Leaders whose evaluation ratings are in the “*exemplary*” or “*proficient*” range in all six domains will self-select areas of professional development to focus on for the upcoming school year. The professional development activities will either hone an area of strength (e.g., becoming an expert in NGSS) or explore an area outside one of the domains (e.g., technology).

“Basic” or “Does Not Meet”

Educational Leaders that receive a “*basic*” or “*does not meet*” rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that need improvement.

Educational Leaders performing below proficient may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

An Educational Leader with a score of “*basic*” or “*does not meet*” in more than one domain for any single year could be considered for immediate release from district employment, unless otherwise specified by district policies or agreements. An Educational Leader who receives a performance score of “*basic*” or “*does not meet*” in any one of the six domains for two consecutive years should be considered for immediate release from district employment. A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the proficient level.

When an Educational Leader is placed on a monitored growth plan, additional support may be required. When placed on the monitored growth plan, a second district-level administrator, who will participate in determination of the evaluative performance ratings with the Educational Leader’s current supervisor, will observe the Educational Leaders.

An Educational Leader also may be considered for dismissal if a “*does not meet*” rating on even one domain in any given year is sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

Educational Leaders whose evaluation results in “*basic*” or “*does not meet*” ratings in any of the six domains must focus professional development for the upcoming school year on the domain(s) that fell below proficient. The professional development activities should vary between individual activities, such as working with a mentor and group activities, such as attendance at specific workshops. Eighty percent of all professional development activities in this year should be directly connected to the domain(s) that fell below proficient. The professional development activities must impact change.

Parent 360-Degree Survey Feedback for Educational Leaders

Example

October 11, 2022

Please rate the Educational Leader's performance on the indicators associated with each domain.

School Culture

This domain focuses on the Educational Leader's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader promotes and protects the welfare and safety of students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader obtains, allocates, aligns, and efficiently utilizes human, fiscal and technological resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader develops the capacity for distributed leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: The Educational Leader acknowledges the success of the whole school, as well as individuals within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about School Culture:

Stakeholder Support and Engagement

This domain focuses on the Educational Leader's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. *(Rethinking Principal Evaluation)*

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader builds and sustains positive relationships with families and caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader builds and sustains productive relationships with community partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Stakeholder Support and Engagement:

Additional Comments:

Staff 360-Degree Survey Feedback for Educational Leader

Example

October 22, 2022

Domain 1: Professional Growth and Learning

This domain focuses on measuring an Educational Leader's growth and the degree to which follow through a professional growth and learning plan to improve leadership practice has taken place. The Educational Leader is recognized as the leader of the school who continually improves on professional practice.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader develops a professional growth and learning plan to improve professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader engages in activities to improve professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about the Educational Leader's ability to lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader demonstrates self-awareness, reflective practice, transparency, and ethical behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Domain 1 (Professional Growth and Learning):

Domain 2: Student Growth and Achievement

This domain measures the Educational Leader's ability to ensure that data-informed student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement and individual student achievement goals.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader collects and analyzes data and information utilizing assessment and accountability systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader ensures clear and measurable school goals are established and focused on improving student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: The Educational Leader ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Domain 2 (Student Growth and Achievement):

Domain 3: School Planning and Progress

This domain focuses on the Educational Leader’s ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a school improvement plan (SIP).

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader monitors and evaluates progress and revises school improvement plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: The Educational Leader develops the instructional and leadership capacity of staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Domain 3 (School Planning and Progress):

Domain 4: School Culture

This domain focuses on the Educational Leader's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader promotes and protects the welfare and safety of students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader develops the capacity for distributed leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: The Educational Leader acknowledges the success of the whole school, as well as individuals within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Domain 4 (School Culture):

Domain 5: Professional Qualities and Instructional Leadership

This domain measures an Educational Leader’s leadership knowledge, skills, and behavior competencies as seen in daily practice. Educational Leader professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader supervises instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader monitors and evaluates the impact of the instructional program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: The Educational Leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Domain 5 (Professional Qualities and Instructional Leadership):

Domain 6: Stakeholder Support and Engagement

This domain focuses on the Educational Leader’s ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. *(Rethinking Principal Evaluation)*

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Do not Have Enough Information to Assess
Standard 1: The Educational Leader promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: The Educational Leader builds and sustains positive relationships with families and caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: The Educational Leader builds and sustains productive relationships with community partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about Domain 6 (Stakeholder Support and Engagement):

Any Additional Comments:

360 Degree Student Survey

Example

1. How much do you agree or disagree with the following states about your school?	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel welcome in my school.	1	2	3	4
b. Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am.	1	2	3	4
c. The adults at my school look out for me.	1	2	3	4
2. How much do you agree or disagree with the following statements about being successful at your school?	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The adults at my school help me understand what I need to do to succeed in school.	1	2	3	4
b. My teachers encourage me to succeed.	1	2	3	4
c. I need to work hard to get good grades at my school.	1	2	3	4
d. Students who get good grades in my school are respected by other students.	1	2	3	4
e. My school helps me to develop challenging academic goals.	1	2	3	4
f. Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate.	1	2	3	4
g. My teachers expect me to continue my education after high school.	1	2	3	4
3. How much do you agree or disagree with the following statements about your teachers?	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers in my school treat students with respect.	1	2	3	4
b. Most students in my school treat teachers with respect.	1	2	3	4
c. Adults in my school treat each other with respect.	1	2	3	4
d. My teachers enjoy the subjects.	1	2	3	4

- | | | | | |
|---|---|---|---|---|
| e. My teachers inspire me to learn. | 1 | 2 | 3 | 4 |
| f. My teachers give me extra help when I need it. | 1 | 2 | 3 | 4 |
| g. My teachers connect what I am learning to life outside of the classroom. | 1 | 2 | 3 | 4 |

4. How much do you agree or disagree with the following statements about your school?

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

- | | | | | |
|---|---|---|---|---|
| a. There is a person or program in my school that helps students resolve conflicts. | 1 | 2 | 3 | 4 |
| b. Discipline in my school is fair. | 1 | 2 | 3 | 4 |
| c. I am safe in my classes. | 1 | 2 | 3 | 4 |
| d. I am safe in the hallways, bathrooms, and locker rooms at my school. | 1 | 2 | 3 | 4 |
| e. I am safe on school property outside my school building. | 1 | 2 | 3 | 4 |
| f. My school is kept clean. | 1 | 2 | 3 | 4 |

“Where are you at?”

Self-Assessment Tool for Implementing an Educational Leader Evaluation System

Example

Superintendent Checklist

This self-assessment tool lists the necessary elements of a highly effective Educational Leader supervision and evaluation system. All these elements are necessary and valuable. For each element, place a check mark if it is in place in your district and leave blank if not. If any element is missing, the system is not fully implemented.

ELEMENTS OF A HIGHLY EFFECTIVE EDUCATIONAL LEADER EVALUATION SYSTEM

1. _____ You have a documented system based upon ISLLC standards with rubrics describing four levels of performance, in compliance with Maine LD 1858.
2. _____ Your system is understood by all Educational Leaders in your district.
3. _____ The system includes the use of multiple measures of school improvement data to determine effectiveness.
4. Educational Leaders actively participate in the supervision and evaluation process by:
 - a. _____ evidence collection
 - b. _____ self-evaluation
 - c. _____ collaborative goal setting
 - d. _____ on-going dialogue with superintendent (supervisor)
 - e. _____ on-going dialogue with fellow Educational Leaders
5. Your system follows defined workflow timeline (attached) that includes:
 - a. _____ late spring goal setting meeting for the following year’s goals
 - b. _____ fall goal review meeting.
 - c. _____ mid-year progress meeting with administrative colleagues
 - d. _____ spring summative meeting
6. _____ Your system utilizes an annual 360-degree survey feedback.
7. _____ Your system has ongoing professional development that builds capacity for effective school leadership.

MPA Educational Leader Evaluation System Questions & Answers

Does this system comply with Maine Law?

This system is aligned with the requirements set forth in Title 20-A, Chapter 508 (derived from LD 1858, “An Act to Ensure Effective Teaching and School Leadership.”) That law requires school districts to have systemic evaluation of Educational Leaders in addition to teachers. Final determination of whether a PE/PG system complies with the law will be made by the Department of Education, based on the law and a rule that will be reviewed in the Legislature in the upcoming legislative session.

What is the suggested timeline?

The proposed annual timeline/workflow is a recommended annual process for implementing the Educational Leader evaluation system:

- late spring goal setting meeting for the following year’s goals (as part of summative meeting)
- fall goal review meeting.
- mid-year progress meeting with administrative colleagues, including discussion of goals and evidence collected to-date.
- late spring summative meeting

What if a school district wants to use a system different from this one?

The Maine Educational Leaders’ Association Supervision and Evaluation Committee has been working on developing a concise, practical Educational Leader evaluation system since 2010. During that time, other groups and individuals have also been developing frameworks for Educational Leader evaluation.

Because the MPA used several different, but compatible, frameworks to develop this tool, we feel it has all the necessary components of an effective Educational Leader evaluation system and we recommend local districts use it in its entirety. However, any school district can use other tools, in whole or in part, with this system if the district wishes. We strongly encourage you, however, to ensure that all your tools align with the same set of standards. In addition, we believe that the elements of a highly effective Educational Leader evaluation system, as listed in our documents, are non-negotiable.

Does this system work for evaluating all school based Educational Leaders? Yes.

There may be some components on the rubrics that may not completely apply to all administrators, but those can be omitted as needed.

Is this system based on the ISLLC standards?

Yes,¹ and it also includes components from the New Leaders Educational Leader Evaluation Handbook,² Rethinking Educational Leader Evaluation,³ the work of Robert Marzano.⁴

What types of professional activities “build capacity”?

Activities which involve your district’s administrative team in professional growth together are essential. Just as you work to involve all your teachers in professional learning communities, your Educational Leaders should be engaging in similar work. Activities which are relevant and highly valuable include: professional book study; on-going training on the teacher evaluation system; instructional rounds; and peer review and reflections.

What types of evidence can be used for each standard?

In the supervision and evaluation document, several examples of potential evidence are listed for each standard. Appropriate evidence can include written goals and self-reflection, faculty meeting agendas and minutes, teacher observations and student achievement and growth data. A variety of evidence is encouraged to gain a better understanding of the daily work of the Educational Leader.

Why set goals in the spring for the following year?

Goal setting in the spring allows the Educational Leader and the evaluator to reflect on goals accomplished in the past year with an eye towards on-going work and skill building needed in the future. Identifying professional development needs in the spring also allows the district to plan for upcoming training and PD during the summer months in preparation for the upcoming school year.

Why do we recommend that Educational Leaders gathering evidence?

The supervision and evaluation process should be done in a collaborative manner as much as possible. The Educational Leader should be able to provide a more complete picture of work through a variety of artifacts which can inspire rich conversations with the supervisor. In addition, the supervisor will have broader picture of the skills and knowledge of the Educational Leader than is observable. Finally, Educational Leaders should provide evidence of performance. We believe gathering evidence is a shared responsibility of both the Educational Leader and superintendent/supervisor.

¹ ISLLC 2008, Educational Leadership Policy Standards, Council of State Chief School Officers, Washington, DC; http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html

² Educational Leader Evaluation Handbook (2012) developed by New Leaders in partnership with America Achieves, NY, NY; http://www.newleaders.org/newsreports/publications/Educational_Leader-evaluation-handbook/

³ Rethinking Principal Evaluation (2012) developed by the National Association of Elementary School Principals, Alexandria, VA, and the National Association of Secondary School Principals, Reston, VA; <http://www.naesp.org/rethinking-principal-evaluation>

⁴ Marzano’s School Leadership Evaluation Model (2013); <http://www.marzano-center.com/Leadership-Evaluation/>

What could Educational Leaders do with the 360-degree survey data?

We recommend that all feedback be shared with staff. This can be done in a whole-staff discussion at the end of the year, but often is most effective during the August professional development days.

Is this system going to take more time?

Maybe, but it will be time well spent. The MPA believes that an effective Educational Leader evaluation system will have the impact of building capacity for Educational Leaders in meeting school and district goals.

Sample Annual Timeline/Workflow

Month	Activity/Actions
September	Meet with evaluator to review goal previously agreed upon in previous spring by 10/15
October	
November	Between 11/1 and 4/1 administrator gathers 3 to 5 pieces of evidence in support of goal
December	
January	During mid-year district administrator meeting, each administrator will share work with a small group of colleagues to discuss progress and evidence towards goal
February	
March	Conduct survey: Stakeholder Feedback on Leadership Practice
April	Educational Leader meets with evaluator to share and discuss
May	Educational Leader completes self-evaluation
June	Educational Leader meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards

What is Chapter 180?

Click [here](#) to view a copy of Chapter 180.