MODESTO CITY SCHOOLS

Site Administration Evaluation Handbook

MODESTO CITY SCHOOLS

Accountability
Deliberate
Integrity
Strategic
Energetic
Resilient
Compassionate
Visionary
Facilitator
Motivating
Encouragement
Collaborative
Passionate
Trust
Student-centered
Inspiring
Coach
Personal Growth
Smart
Humble
Supportive
Team Builder
Professional Growth
Fair

THE MCS WAY

Every Student Matters, Every Moment Counts

Thank you to the work of the Modesto City Schools Site Administration Evaluation Committee who dedicated countless hours, discussion, and hard work in creating the beginning of a process that will help to define Modesto City Schools Leadership:

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Effective Leaders foster moral purpose when they do the following:

Build relationships with everyone, including those who disagree, are skeptical, or even cynical.

Listen and understand the perspective of others.

Demonstrate respect for all.

Create conditions to connect others around that purpose.

Examine with staff evidence of progess.

- FULLAN AND QUINN

Introduction

At the heart of the Modesto City Schools leadership initiative is the knowledge that the effect of principals is the second most important school-level factor influencing student learning. In fact, leadership has a substantial impact on student achievement (Waters and McNulty, 2007). According to John Hattie, principals who are engaged in instructional leadership "have their major focus on creating a learning climate free of disruption, a system of clear teaching objectives, and high teacher expectations for teachers and students." (2012, p. 83) Site administrators who engage in the work around instructional leadership increase the learning outcomes for students dramatically.

Knowing the high leverage moves an administrator must make to support optimal student achievement is in itself not enough. According to Strengths Based Leadership, Tom Rath explains three key findings emerge for the most influential leaders. The three key findings are: 1) The most effective leaders are always interested in strengths, 2) The most effective leaders surround themselves with the right people and maximize their team, 3) The most effective leaders understand their followers' needs. (2008, p. 3)

Coaching site administrators to maximize their leadership is paramount. Hence, the district's site administration evaluation is rooted in a coaching perspective. Coaching site administrators includes analyzing current reality, setting goals, identifying strategies to meet goals, and providing support until goals are met as outlined by Jim Knight's book on instructional coaching, *The Impact Cycle* (2018, p. 2). The Modesto City Schools Site Administration Evaluation Handbook is based on the belief that with high levels of coaching support, our administrators will impact student achievement at high levels.

The district's vision includes personal and professional growth of all stakeholders. The role of site administration is a dynamic and mutli-faceted role in that they must develop skills in the area of instructional leadership, facilitating and leading change efforts, and developing the capacity of others. The ability to work with teachers, students, classified staff and community are important attributes when leading a school site. The goal of this document is to provide a guide for site administration to assess their practice and set goals for growth within the high leverage moves a site administrator makes over the course of site administration. The Site Administration Evaluation Handbook reflects research-validated practices from a variety of sources, but most importantly the evaluation tool emcompasses the core values of the district and the belief that with coaching and support, site administrators can reach the goal of improving outcomes for students (see Appendix A).

Input into the process of creating the evaluation instrument occurred over the course of a year through focus groups and through surveys. All site administrators completed an online survey designed to gather perspectives related to site administration practices, leadership beliefs, and the principal coaching model. Following survey administration, a focus group of site administrators developed the rubrics, the evaluation instrument, as well as core beliefs surrounding principal support and coaching. Finally, assistant principals, mentor principals, and district office personnel gave input into the document to refine the concept of evaluation by framing the process as a growth model.

The California Commission on Teacher Credentialing (CTC) uses the California Professional Standards for Educational Leaders (CPSELs) to guide the work of site administration (2014). The Commission describes the CPSELs as "having the potential to create an environment where teachers want to work and where teachers and students learn and thrive... Taken together, the CPSELs describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers."

The California Professional Standards for Educational Leaders (CPSELs) include six standards with elements and descriptions of practice used to further describe the expectations of the standard. Modesto City Schools' Principal Supervisors and Site Administrators can use the WestEd Handbook, *Moving Leadership Standards Into Everyday Work*, to further deepen understanding of the CPSELs and best practices for educational professionals.

The California Professional Standards for Educational Leaders include the following standards, with elements indicating overall descriptions of practice:

CPSEL 1: Development and Implementation of Shared Vision

Element 1A - Student-Centered Vision - Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B - Developing Shared Vision - Leaders engage others in collaborative processes to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C - Vision Planning and Implementation - Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

CPSEL 2: Instructional Leadership

Element 2A - Professional Learning Culture - Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B - Curriculum and Instruction - Leaders guide and support implementation of standards-based instruction, and assessments that address student expectations and outcomes.

Element 2C - Assessment and Accountability - Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

CPSEL 3: Management and Operations

Element 3A - Operations and Facilities - Leaders provide and oversee a functional, safe, and clean learning environment.

Element 3B - Plans and Procedures - Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Element 3C - Climate - Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Element 3D - Fiscal and Human Resources - Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

CPSEL 4: Family and Community Engagement

Element 4A - Parent and Family Engagement - Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Element 4B - Community Partnerships - Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Element 4C - Community Resources and Services - Leaders leverage and integrate community resources and services to meet the varied needs of all students.

CPSEL 5: Ethics and Integrity

Element 5A - Reflective Practice - Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Element 5B - Ethical Decision-Making - Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Element 5C - Ethical Action - Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.

CPSEL 6: External Content and Policy

Element 6A - Understanding and Communicating Policy - Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Element 6B - Professional Influence - Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.

Element 6C - Policy Engagement - Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Principal expectations also interface with the Modesto City Schools Strategic Goals:

• **GOAL ONE:**
Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness.

• **GOAL TWO:**
Ensure all employees have access to high quality professional development.

• **GOAL THREE:**
Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district communication for students, staff, families, and community partners.

• **GOAL FOUR:**
Ensure the District is fiscally and operationally sound.

• **GOAL FIVE:**
Recruit, hire, train, and retain high quality staff.

PART 2

Moving Practice Into Everyday Work

The evaluation system serves to support site administration in their professional growth of leadership skills, as well as to support growth of student achievement.

Principals have goals within their own leadership abilities, as well as goals to consistently improve student achievement.

Instructional leadership, according to John Hattie, has an effect size of .42. In the book *Visible Learning for Teachers* Hattie states, "Instructional leaders attend to the quality and impact of all in the school on student learning, ensure that disruption to learning is minimized, have high expectations of teachers for their students, visit classrooms, and are concerned with interpreting evidence about the quality and nature of learning in the school." (p. 174)

The highest effects of instructional leadership include promoting and participating in teacher learning and evaluating teaching and the curriculum, aligning resources and allocations to priority teaching goals, and then ensuring an orderly and supportive environment. (DeWitt, p. 20)

Rubrics are designed for both professional development and goal setting, as well as to build the capacity of the school leader. Rubrics also help to give site administration an assessment of their performance in high leverage areas. The intent for a rubric is to assess current practices, set goals, and experience continuous improvement.

The Modesto City Schools Site Administration Evaluation Rubric describes four levels: Highly Effective, Effective, Developing, and Ineffective. The Highly Effective level describes outstanding leadership referenced by actions in the demanding rubric. The Effective Level describes the expected practices of a site administrator.

The Developing level describes practices that are emerging in a new administrator, or practices that may need refinement in a more experienced administrator. An overall indicator of Ineffective would suggest a Plan of Improvement is required. An overall indicator of Developing in a more experienced administrator could also lead to a Plan of Improvement. An overall indicator of Developing or Ineffective may lead to a Plan of Improvement and/or recommendation for dismissal.

Modesto City Schools believes in open and honest communication. Effective feedback should be given as an ingrained practice. Site administration evaluations will be completed as per Board Policy. A mid-year progress update will be completed using the rubric and evaluation tool.

To score a site administrator's practice, read across the four levels for each criterion and highlight the level that best describes the administrator's practice. This will create a visual display of overall performance, areas of commendation, and areas in need of attention. The overall score would be computed for each CPSEL. Overall scores and brief comments are recorded on the Evaluation Tool.

Modesto City Schools believes in the power of evaluation conferences. Both the evaluator and evaluatee should independently complete the rubric and use the evaluation conference to discuss outcomes together. It is important for evaluators to participate in the evaluation conference collaboratively and with a coaching mindset. The focus of the evaluation conference is to promote growth in the CPSELs.

Professional Development

Evaluation data is best used for professional development and personal growth. The use of the Modesto City Schools Site Administration Evaluation Rubric lends itself to a deep understanding of site administration practices, successful professional development programs, and suggestions for supporting site administrators in their practice through future opportunities for professional development. The Professional Development Rubric demonstrates how data can be collected to best support the needs of educational leaders in the Modesto City Schools District (see Appendix B).

The rubrics use a four-level rating scale with the following descriptors:

4 - Highly Effective
3 - Effective
2 - Developing
1 - Ineffective

It is the ultimate duty of the evaluator to determine the overall descriptor that best describes the employees practice.

PART 3

Process and Procedures

Part II describes the "what" of the system. Part III describes the "how." This section describes the process by which principals and their evaluators collect evidence about principal practice and analyze student results over the course of a year, ending with a final rating and recommendations for continued growth and improvement. The principal coaching model indicates evaluators spending time in schools conducting high quality observations of practice and providing actionable feedback to principals. Professional conversations between the evaluator and the principal ensure the process is growth-centered and not compliance-driven.

Overview of the Process

The evaluation process is intended to be a process of continuous improvement. Principals play an active, engaged role in their development as a leader and in their own professional development. The process begins with data analysis, self-reflection, and goal-setting for the school year in order to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented, applied, refined, and monitored. The cycle is continuous through leadership visits and principal supervisor coaching. In the mid-year, data is analyzed to aid in reflecting on progress to date. This process would help in ultimately determining the summative evaluation. Self-assessment by the principal is an important part of the process, as this allows for the principal to goal-set and continue in the cycle of growth.

In total, the process includes an assessment of data, goal setting, ongoing coaching sessions, leadership visits throughout the year, a mid-year evaluation, ongoing coaching sessions, and an end-of-year evaluation.

Principal Evaluation Yearly Implementation Cycle

- Goal Setting
- Coaching Visits
- Mid-Year Evaluations
- End-of-Year Evaluations Process

Goal Setting

Purpose: The purpose of goal setting is both to encourage reflection and strategic planning. The principal has the opportunity to analyze school-level data and plan for the year ahead.

Key Processes in Goal Setting should include:
- Reflect on the previous school year's progress data.
- Share a self-assessment of progress on the CPSELs and evaluation rubric.
- Present key ideas, strategies, systems or actions for making progress toward leadership goals.
- Determine the measures for success or growth towards goals.

Key Tools:
- Design Planning Template
- Evaluation rubric self-assessment
- Principal Summit
- District Strategic Goals

Coaching Visits

Purpose: During the course of the year, the principal supervisor will have regular visits at the site. The purpose of the visit is to monitor progress toward school goals, examine instructional practices at the site, and provide support to the principal.

Key Processes during the Coaching Visit:
- Principal provides a brief overview of the status of the school.
- School data is examined, including attendance, discipline, grades, benchmarks, progress on collaboration with teachers, etc.
- Site classrooms are visited to determine key instructional practices at the site and where supports may be needed.
- Principal leadership is observed in a multitude of settings - leading, collaboration, staff meetings, and understanding instructional components at the site.
- Principal and supervisor collaborate on progress, next steps and supports needed.

Mid-Year Evaluation

Purpose: The purpose of the Mid-Year is to ascertain the progress towards goals through reflection, collaboration, and planning.

Key Process of Mid-Year Evaluation:
- Principal demonstrates through data, actions, and evidence the progress towards goal attainment.
- Principal and Supervisor collaborate on next steps and supports needed.

Key Tools:
- Design Planning Template
- Evaluation Rubric
- Principal Mid-year Summit
- District Strategic Goals

End-of-Year Evaluation Process

Purpose: The End-of-Year evaluation process is to determine the degree of goal attainment by analyzing data, reflection on practice, and collaboration. This conversation is designed to bring closure to the school year, while at the same time beginning to plan for the next school year. It is expected that principals are prepared with data, actions, and evidence taken throughout the year to attain goals. It is appropriate to celebrate success and also share challenges.

Key Process in the End-of-Year Evaluation:
- Final Evaluation Rubric and self-assessment as well as supervisor assessment.
- Principal Final Summit
- Design Planning Template

Key Tools:
- Final self-assessment for evaluation rubric
- Mid-Year self-assessment
- Principal Summative Evaluation

"Collaborative leaders are responsible for inspiring and modeling learning, but they must also make sure that the co-constructed objectives they set out to accomplish have the support and understanding of the various stakeholders involved, whether they be parents, teachers, other district officials, or relevant community members."

PETER DEWITT

The Principal Pipeline of Support

The role of the site administrator is multi-faceted and requires many resources and supports. At times, the site administrator may need more supports developing necessary skills to lead a school or due to a challenging assignment. Other times, site administrators need support sustaining high quality initiatives or enhancing instruction at the site. It is paramount that both the principal supervisor and the site administrator focus on the cycle of continuous improvement for growth.

Differentiated supervision has a variety of mechanisms depending on the need of the principal and the site. A veteran principal who is highly successful may need less on-site support whereas a first-year administrator may require weekly coaching sessions. Principal supervisors vary the amount of time spent at a site coaching and mentoring depending upon the determined site needs.

New Administrator Support

Modesto City Schools Educational Services' School Leadership Division offers a New Administrator Program to support leaders new to Modesto City Schools' administration. The program consists of focused professional development throughout the year, after school workshops, and the support of a mentor coach for the first two years of administration. This program is in addition to the support the site administrator receives from the principal supervisor.

Plan of Improvement

School leaders share a moral imperative to ensure that each child gets what he or she needs to succeed (Pedro Noguera, Excellence Through Equity). These are the expectations in Modesto City Schools. When a site administrator struggles and needs support to help meet the needs of the children in the school, a plan of improvement may be necessary. The Plan of Improvement (POI) is designed to support the behaviors of the site administrator that may negatively impact students.

How is a POI Initiated?

A Plan of Improvement (POI) is initiated at any time when a principal supervisor observes the site administrator needs additional supports. The POI can also be initiated if during the mid-year evaluation or end-of-year evaluation, a site administrator receives an overall rating of "Developing" for a veteran site administrator, or "Ineffective" for any site administrator.

How is the struggling principal supported?

The Plan of Improvement is a systematic tool used to remediate leadership practices that are not conducive to providing the best environments for student learning. Continued consultations between the site administrator and principal supervisor are collaborative in nature and work to determine next steps and actions to meet leadership goals. The Plan of Improvement is a mutually agreed upon plan of support.

If the site administrator does not respond to the support, Human Resources will work to identify next steps for the site administrator.

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Goal Setting Meeting

Purpose: The purpose of the meeting is for site administrators and principal supervisors to review and analyze data, reflect on the state of the school, and discuss the plans for the upcoming year.

Prior to the Meeting:

The principal should have school-level data, the SPSA, the PBIS Rubric, and the PLC Rubric prepared for review. Additionally, the principal should have some goals and accompanying actions relative to the Principal Summit.

1. The site administrator will complete a self-assessment on the evaluation rubric with support from the principal supervisor if they are a first year principal. Returning principals will have their summative evaluation rubric available for reference.
2. School-wide goal setting will be completed using school-level data including data required in the SPSA. These goals will be aligned to the Principal Summit document.
3. The Design Planning Tool will be used to set a school improvement goal.
4. The Design Planning Tool will be used to set a leadership goal.

Goal Setting Meeting:

- The site administrator will share reflection on previous year's data.
- The site administrator will discuss the self-assessment and share areas that will need the greatest attention.
- The site administrator and the principal supervisor will develop the action plan for both the school data and the leadership goal.

After the Goal Setting Meeting:

- The site administrator will make final revisions, additions and deletions to the action plans and share them with the principal supervisor.

Principal:	PS:	Date:

Leadership Learning Goal:

State Hypothesis:
IF (Possibility):

THEN (Expected Outcome):

Relevance to District/Site Goals:

Describe Data Collection & Reporting Techniques:

Confidence Level (On a Scale Of 0-10)
Revise the strategy, systems, resources, and/or timeline until confidence is 8 or higher)

Site Visit Protocols

Purpose: The purpose of the site visit is to support site administrators in the components of leading a school. The goal should be to seek continuous improvement at the site and work together to forward site initiatives in order to meet district goals.

Prior to the Site Visit: The site administration should be prepared to share and discuss site-level data such as attendance data, discipline data, and data related to the district strategic goals. The site administrator should be prepared with questions, challenges, and successes to share with the principal supervisor for the purpose of examining next steps and capitalizing on things that are going well.

During the Site Visit: The site administration and the principal supervisor will engage in coaching conversations around the goals of the site and the progress made based on data, both qualitative and quantitative. The meeting notes and next step action plans will be recorded in the Director Principal Communicator (DPC). Each site visit will include classroom visitations for the purpose of analyzing the quality of instruction through the lens of next step supports for the site.

Following the Site Visit: The site administrator will implement any next step actions and will record those actions in the DPC as the site engages in the cycle of continuous improvement.

Mid-Year Evaluation Process

Purpose: The Mid-Year evaluation process is to analyze the progress towards goal attainment through reflection, collaboration, and planning.

Prior to the Meeting:
The site administrator would complete the following:

1. Self-evaluation on the principal evaluation rubric

2. Progress on the Design Planning Tool

3. Collection of evidence related to the leadership goals and site goals

Mid-Year Evaluation Meeting:
- The site administrator reflects on progress on the leadership goal and on the school goal area as determined by the District Strategic Goal and the SPSA.

- The principal supervisor completes written feedback during or after the meeting.

After the Mid-Year Evaluation Meeting:
- Within a week of completing the Mid-Year Evaluation process, the principal supervisor will give written feedback in the form of the Mid-Year Evaluation document.

End-of-Year Evaluation Process

Purpose: The End-of-Year evaluation serves to discuss progress toward goal attainment since the mid-year and to examine implementation of actions connected to the Modesto City School Evaluation Rubric. The End-of-Year evaluation process also serves to begin planning for the following year in the cycle of continuous improvement.

Prior to the Meeting:
In preparation for the meeting, the site administrator completes the following:

1. Self-evaluation on the principal evaluation rubric

2. Reflection on the Design Planning Tool

3. Collection of evidence related to the leadership goals and site goals. This evidence will include school-level data and data aligned to both the District Strategic Goals and the SPSA.

End-of-Year Evaluation Meeting:
- The principal reflects on his or her progress in each goal area and shares supporting documents and data as evidence of progress where appropriate.

- The principal supervisor provides verbal and written feedback and may provide draft rubric analysis prior to the meeting. The site administrator and the principal supervisor discuss progress towards goals and begin to plan for the next year.

- The principal supervisor will complete the site administrator evaluation after the meeting and give the site administrator the evaluation prior to the end of the work year.

California Professional Standards for Education Leaders
STANDARD ONE - DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
District Goal = DG

CPSEL One	Ineffective	Developing	Effective	Highly Effective
1A. Student Centered Vision (DG 3.2)	Does not share a mission statement.	Delivers a canned mission statement that few stakeholders remember.	Produces a memorable, succinct, results-oriented mission statement that is known by all staff.	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.
1A. Student Centered Vision (DG 3.3)	Is too caught up in daily crisis to focus on emerging data.	Occasionally focuses on key data points and prods colleagues to improve.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Regularly tracks progress, gives and takes feedback, and continuously improves.
1B. Developing Shared Vision (DG 3.2, 5.3)	Does almost everything by him or herself.	Does not delegate tasks that should be done by others.	Delegates appropriate tasks to competent staff members and checks on progress.	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.
1B. Developing Shared Vision (DG 1)	Convenes grade level, leadership, and other teams only when there is a crisis or an immediate need.	Needs to call team meetings because they are not in people's calendars and there is no shared development.	Ensures key teams meet regularly (grade level, leadership, student support).	Successfully gets all teams meeting regularly and taking responsibility for productive agendas.
1B. Developing Shared Vision (DG 1.1)	Says that hard work improves achievement but shows doubts that progress can be made.	Accepts colleagues current notions of how student achievement is improved.	Researches and writes action plans for improving achievement.	Wins staff ownership for a robust, research-based theory of action for improving achievement.
1B. Developing Shared Vision (DG 3.1)	Recycles the previous year's strategic plan.	Writes a cumbersome, non-accountable strategic plan.	Gives input and writes a comprehensive, measurable SPSA.	Collaboratively crafts a lean, comprehensive, results-oriented SPSA with clear goals.
1B. Developing Shared Vision (DG 3.4)	Neglects relationship building with district and external staff and doesn't have their support to get things done.	Is correct and professional with district and external staff but does not enlist their active support.	Builds relationships with district and external staff so they will be helpful with paperwork and logistics.	Builds strong relationships with key district and external personnel and gets them excited about the school mission.
1C. Vision Planning and Implementation (DG 1, 2,3)	Has a list in his or her head of tasks to be accomplished each day, but often loses track.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Plans for the year, month, week, and day keeping the highest-leverage activities front and center.	Plans for the month, year, week, and day relentlessly getting the highest-leverage
1C. Vision Planning and Implementation (DG 3.2)	Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows different standards in different classrooms.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Gets staff buy-in for clear school-wide student-behavior standards, routines, and consequences.
1C. Vision Planning Implementation (DG 3.3)	Is unable to gather much information on the school's strong and weak points.	Makes a quick assessment of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.
1C. Vision Planning and Implementation (DG 1)	Takes one year at a time and does not have goals.	Expresses confidence that student achievement will improve each year through hard work.	Builds staff support for a 3-4 year student achievement target.	Gets strong staff commitment on a bold, ambitious 3-4 year student achievement target.
SCORE				

California Professional Standards for Education Leaders
STANDARD TWO - CURRICULUM AND INSTRUCTION
District Goal = DG

CPSEL Two	Ineffective	Developing	Effective	Highly Effective
2A. Professional Learning Culture (DG 2.2)	Often works in isolation.	Enlists one or two like-minded colleagues to provide advice and support.	Works collaboratively with leadership team with a balance of skills.	Recruits and develops a leadership team and its commitment at a high level.
2A. Professional Learning Culture (DG 2.1)	Urges teachers to improve student achievement, but without measurable outcome goals.	Urges grade level/content teams to set measurable outcome goals for the current year.	Works with grade level/content area teams to set measurable outcome goals for the current year.	Gets each grade level/content area team vested in reaching measureable, results-oriented, year-end goals.
2B. Curriculum and Instruction (DG 2)	Does not insist on common interim/formative assessments, allowing teachers to use their own classroom tests.	Leads teacher teams in the development of common formative assessments for the purpose of monitoring student learning.	Orchestrates the cycle of continuous improvement many times throughout the year and uses assessments to monitor student learning.	Ensures that high quality, aligned, common interim/formative assessments are given by all teachers teams through at least four fifteen-day cycles a year.
2B. Curriculum and Instruction (DG 1)	Plays it safe and sticks with the status quo of the school site.	Explores macro strategies that might improve achievement.	Ensures effective macro strategies to improve student achievement (team teaching, coaching, peer observation).	Implements proven macro strategies that boost student learning (team teaching, coaching, lesson study).
2B. Curriculum and Instruction (DG 2.1)	Leaves teacher teams to fend for themselves in terms of leadership and direction.	Has teacher teams appoint a facilitator to support collaboration.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Gives teacher teams the training, facilitation, and resources needed to make meetings highly effective.
2B. Curriculum and Instruction (DG 2.2)	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	Provides staff development workshops that rarely engage staff or improve instruction.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Orchestrates aligned, high quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.
2C. Assessment and Accountability (DG 2)	Does not exercise leadership in looking for underlying causes of student difficulties.	Ensures that teachers focus on the areas in which students struggle.	Ensures that data analysis includes what students got wrong and delve into WHY.	Gets collaboration meetings engaged in a no-blame, highly productive search for root causes and hypothesis testing.
2C. Assessment and Accountability (DG 2)	Does not provide time or leadership for follow up after assessments.	Expects that teachers use interim assessment data to help struggling students.	Asks teams to follow up each interim assessment with reteaching and remediation.	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.
2C. Assessment and Accountability (DG 2)	Is inattentive to important school data.	Monitors attendance and discipline data to inform decisions.	Monitors data in several key areas and uses them to inform improvement efforts.	Uses data on grades, attendance, behavior and other variables to monitor and drive continuous improvements toward goals.
2C. Assessment and Accountability (DG 2)	Does not provide test data to teachers.	Refers teachers to previous year test data as a baseline for current year instruction.	Provides teacher teams with access to previous year test data and asks them to assess students' current levels.	Ensures all teams use summative data from the previous year and fresh diagnostic data to plan instruction.
2C. Assessment and Accountability (DG 2)	Does not emphasize teamwork and teachers work mostly in isolation.	Ensures that teacher teams work together to develop a plan.	Orchestrates regular collaboration meetings as the prime locus for improving student learning.	Gets teams to take ownership for data and student work to drive constant refinement of teaching.
SCORE				

California Professional Standards for Education Leaders
STANDARD THREE - MANAGEMENT AND LEARNING ENVIRONMENT
District Goal = DG

CPSEL Three	Ineffective	Developing	Effective	Highly Effective
3A. Operations and Facilities (DG 3)	Leaves campus cleanliness and safety to custodial staff.	Works with custodial staff to keep the campus clean and safe.	Supervises staff to keep the campus clean, attractive, and safe.	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.
3A. Operations and Facilities (DG 3)	Rarely supervises student entry, dismissal, and common spaces that are frequent problems.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Supervises orderly student entry, dismissal, meals, class transitions and recesses.	Ensures efficient, friendly, student entry, dismissal, meal times, transitions, and recesses every day.
3B. Plans and Procedures (DG 1.4)	Large portions of the day are consumed with crisis and time wasting.	Tries to prevent them but crisis and time wasters eat up a lot of time.	Is effective at preventing or deflecting crisis and time wasters.	Takes the initiative so that crisis and time wasters are always averted.
3B. Plans and Procedures (DG 1.4)	Creates a daily schedule with inequities, technical flaws, and little time for teacher teams to give input.	Creates a schedule with some flaws and few opportunities for real input.	Creates a schedule that is agreeable to most teacher teams and allows time for input and feedback.	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.
3B. Plans and Procedures (DG 1.4)	Is constantly reminding staff what they should be doing in management and discipline.	Periodically reminds staff of policies on management and discipline.	Makes sure staff knows what is expected in management and discipline.	Has total staff buy-in on what is expected for management and discipline procedures.
3C. Climate (DG 3.2)	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.	Works on persuading resistant staff members to get on board with the plan.	Manages resistance, low expectations, and fear of change.	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.
3C. Climate (DG 3.2)	Rarely praises students and fails to build school pride.	Praises well behaved students and student academic achievement.	Praises student achievement and works to build school spirit.	Publicly celebrates kindness, effort, and academic achievement and improvement and builds students' pride in their school.
3C. Climate (DG 3.2)	Focuses mainly on discipline and punishment with highly disruptive and troubled students.	Tries to get crisis counseling for highly disruptive and troubled students.	Identifies struggling students and works to get support services to meet their needs.	Is highly effective in getting counseling services, mentoring, and other supports for high needs students.
3C. Climate (DG 3.2)	Does little to build teacher skills in classroom management.	Urges teachers to get better at classroom management.	Organizes workshops and suggests articles and books on classroom management.	Ensures all staff are skilled in positive discipline and sensitive handling of student issues.
3C. Climate (DG 3.2)	Tries to deal with disruptive students but is swamped with the problems.	Deals firmly with students who are disruptive in classrooms, but doesn't get to root causes.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.
3C. Climate (DG 3.2)	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission.	Tries to stay on top of email, paperwork, administrative chores, but is often behind.	Has a system for dealing with email, paperwork, and administrative chores.	Counsels or dismisses most ineffective staff following contractual requirements scrupulously.
3D. Fiscal and Human Resources (DG 5)	Does not initiate dismissal procedures despite evidence that some staff are ineffective.	Tries to dismiss one or two ineffective staff but stymied by procedural errors.	Counsels out or dismisses most ineffective staff following contractual requirements.	Counsels or dismisses most ineffective staff following contractual requirements scrupulously.
3D. Fiscal and Human Resources (DG 5)	Shies away from giving honest feedback and redirection to staff who are not doing well.	Criticizes struggling staff but does not give much help improving their performance.	Provides redirection and support to staff who are less than proficient.	Courageously engages in difficult conversations with below proficient staff helping them improve.
3D. Fiscal and Human Resources (DG 5)	Only observes teachers on formal observations visits.	Tries to get into classrooms but is often distracted by other events.	Makes unannounced visits to a few classrooms everyday and gives helpful feedback to teachers.	Ensures each classroom is visited at least once a week and gives helpful face to face feedback to teachers within 24 hours.
3D. Fiscal and Human Resources (DG 5)	Makes errors in managing the budget and finances and misses opportunities to further the mission.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Manages the school's budget and finances to support the strategic plan.	Skillfully manages the school's budget and finances to maximize student achievement and staff growth.
SCORE				

California Professional Standards for Education Leaders
STANDARD FOUR - PARENT AND FAMILY ENGAGEMENT
District Goal = DG

CPSEL Four	Ineffective	Developing	Effective	Highly Effective
4A. Parent and Family Engagement (DG 3.4)	Makes little effort to reach out to families and is defensive when parents reach out with concerns.	Reaches out to parents and tries to understand their perspective.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Makes families feel welcome and respected, responds to concerns, and gets a number of them directly involved in the school.
4A. Parent and Family Engagement (DG 3.3)	Does not send home the school's learning expectations.	Sends home an annual list of grade level learning expectations.	Sends home a list of grade level learning expectations and how parents can help at home.	Informs parents of monthly learning expectations and specific ways they can support their children's learning.
4A. Parent and Family Engagement (DG 3.5)	Leaves parent contact and communication up to individual teachers.	Expects that teachers communicate regularly with parents.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Regularly communicates with parents through multimedia.
4A. Parent and Family Engagement (DG 3.2)	Rarely or never reaches out to others for feedback or help.	Occasionally asks staff, students, parents, or external partners for feedback.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.
4A. Parent and Family Engagement (DG 3.3)	Provides little or no monitoring of the report card process.	Makes sure that report cards are completed correctly and provided to all parents.	Works to maximize the number of contacts teachers have with parents regarding grade reporting.	Orchestrates productive parent/teacher communications in which parents and students get specific suggestions for next steps.
4B. Community Partnerships (DG 3.3)	Does not reach out to community to establish partners in education.	Reaches out minimally to the community to work with one or two established partners.	Establishes several community partners who engage in activities to support the school mission.	Establishes several community partners and leverages the partnerships strategically to support the mission of the school.
4C. Community Resources and Services (DG 3.3)	Does not provide assistance for students faced with challenges.	Provides ad hoc, occasional support for students faced with challenges.	Provides programs for most students faced with challenges.	Leverages district and community resources and provides programs and assistance for all students with challenges.
SCORE				

California Professional Standards for Education Leaders
STANDARD FIVE - ETHICS AND INTEGRITY
District Goal = DG

CPSEL Five	Ineffective	Developing	Effective	Highly Effective
5A. Reflective Practice (DG 3.3)	Rarely convenes staff meetings or uses meetings for one way lectures on policies.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Uses all staff meetings to get teachers sharing strategies and becoming more cohesive.	In all staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.
5A. Reflective Practice (DG 5.1)	Is unproductive and irritable because of fatigue and stress.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is healthy and focused by balancing work demands with healthy habits.	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.
5B. Ethical Decision Making (DG 5.4)	Frequently mishandles bureaucratic, contractual, and legal issues to distract teachers from their work.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Deftly handles bureaucratic, contractual, and legal issues and sometimes contributes to teaching and learning.
5B. Ethical Decision Making (DG 1.2)	Bemoans students low achievement and shows fatalism about bringing significant change.	Presents data without a vision or a vision without data.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Challenges colleagues by presenting the gap between current student data and a vision for college success.
5C. Ethical Action (DG 5.4)	Makes decisions with little or no consultation, causing frequent resentment and morale problems.	Tries to be transparent about decision making, but stakeholders sometimes feel shut out.	Ensures that staff members know how and why key decisions are being made.	Is transparent about how and why decisions are made, involving stakeholders whenever possible.
5C. Ethical Action (DG 3.2)	Takes credit for improvements for school performance or misses opportunities for celebration.	Congratulates individuals on successes.	Draws attention to students, classroom, and school-wide successes, giving credit where credit is due.	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.
SCORE				

CPSEL Six	Ineffective	Developing	Effective	Highly Effective
6A. Understanding and Communicating Policy (DG 3.2)	Is not an effective communicator, and others are often left guessing about policies and direction.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Uses a variety of means to communicate goals to others (face-to-face, email, newsletters, websites).	Successfully communicates goals to all constituencies by skillfully using a variety of channels.
6A. Understanding and Communicating Policy (DG 3.2)	Gets the necessary signatures for the SPSA but there is little ownership or support.	Presents the annual plan to stakeholders and asks them to support it.	Builds ownership and support among stakeholders for achieving annual goals.	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.
6A. Understanding and Communicating Policy (DG 3.2)	Has difficulty keeping the school in compliance with district and other external requirements.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Fulfills compliance and reporting responsibilities to the district and beyond.	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.
6B. Professional Influence (DG 4.1)	Engages in no outward learning or networking opportunities.	Engages minimally through email or casual conversations with external sources.	Intentionally seeks opportunities outside of the district to lean outward and learn from other professional practitioners.	Intentionally leverages inward/outward learning from a well defined network of professional practitioners such as ACSA, colleges, other districts connections.
6C. Policy Engagement	Is not aware of or involved with policy including knowledge of district LCAP, DELAC, SARB processes.	Is aware of and can speak to policy including district LCAP, DELAC, and SARB processes and references policy occasionally.	Leverages knowledge of external policies, advocates for students through policy opportunities, and encourages all stakeholders to be involved.	Attends district level meetings and participates in opportunities to provide input, influence others, and advocate for stakeholder involvement.
SCORE				

MODESTO CITY SCHOOLS SITE ADMINISTRATION EVALUATION

Evaluatee Name:	Position:
School:	**School Year:**
Evaluator:	**Position:**

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC SCORING FOR INDIVIDUAL CPSELS

CPSEL 1 - DEVELOPMENT AND IMPLEMENTATION OF SHARED VISION

Ineffective	Developing	Effective	Highly Effective

CPSEL 2 - INSTRUCTIONAL LEADERSHIP

Ineffective	Developing	Effective	Highly Effective

CPSEL 3 - MANAGEMENT AND LEARNING ENVIRONMENT

Ineffective	Developing	Effective	Highly Effective

CPSEL 4 - FAMILY AND COMMUNITY ENGAGEMENT

Ineffective	Developing	Effective	Highly Effective

CPSEL 5 - ETHICS AND INTEGRITY

Ineffective	Developing	Effective	Highly Effective

CPSEL 6 - EXTERNAL CONTEXT AND POLICY

Ineffective	Developing	Effective	Highly Effective

MODESTO CITY SCHOOLS LEADERSHIP OVERALL RATING:

Ineffective	Developing	Effective	Highly Effective

Overall Comments by Evaluator:

Overall Comments by Evaluatee:

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

The Evaluatee's signature merely acknowledges completion of the evaluation process.

MODESTO CITY SCHOOLS SITE ADMINISTRATION PLAN OF IMPROVEMENT

Evaluatee Name:	Position:
School:	**School Year:**
Evaluator:	**Position:**

Area(s) of concern and needed improvement:

Evidence to be collected to measure improvement:

Guidance and assistance to be provided:

Signature of Admin.	Date	Signature of Supervisor	Date

Results of Plan of Improvement

☐ Performance deficiencies have been improved.
☐ The performance deficiencies have not been improved.

Signature of Admin.	Date	Signature of Supervisor	Date

MODESTO CITY SCHOOLS STRATEGIC GOALS

Every Student Matters, Every Moment Counts

Goal One: Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness.

Strategies:

1.1 Ensure great instruction first time.

1.2 Increase students being identified as "prepared" in the college/career indicators.

1.3 Increase English Learner growth toward English proficiency.

1.4 Develop a multi-tiered system of support for all students.

1.5 Ensure students have access to enrichment activities at all school sites.

1.6 Increase access to general education for students with disabilities.

Goal Two: Ensure all employees have access to high quality professional development.

Strategies:

2.1 Increase targeted professional development in the areas of early literacy, mathematics, English Language Development (ELD), effective PLC teams, culturally responsive instruction, and leadership development.

2.2 Ensure all staff has professional development in the area of building their capacities as professionals.

2.3 Ensure training is available to support students in their development of MCS Character Traits.

Goal Three: Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district- wide communication for students, staff, families, and community partners.

Strategies:

3.1 Implement the recommendations identified through the Safety Task Force.

3.2 Promote outstanding students, families, staff, programs, schools, and community partners.

3.3 Increase regular two-way communication with stakeholders regarding student progress and other important issues.

3.4 Improve customer service for students, families, staff, and community to support welcoming school environments.

3.5 Improve operational efficiencies through the use of technology, and improved network infrastructure.

Goal Four: Ensure the District is fiscally and operationally sound.

Strategies:

4.1 Implement sustainable plan for the budget under the Local Control Funding Formula.

4.2 Engage stakeholders in a District Budget Committee process.

4.3 Invest in school facilities and infrastructure for safe and clean facilities.

4.4 Plan and implement short and long-term strategies to decrease declining enrollment.

Goal Five: Recruit, hire, train, and retain high quality staff.

Strategies:

5.1 Create a District culture of valuing all employees to facilitate hiring and maximize retention.

5.2 Strengthen partnerships with local teaching, training, and employment programs.

5.3 Expand recruiting and hiring processes to provide support, maximize retention, and increase diversity in the certificated, classified, and management workforce.

5.4 Improve communication and collaboration within and between Human Resources and other departments and sites to better meet the District's vision, mission, values, and strategic goals.

Appendix A

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Appendix B

MODESTO CITY SCHOOLS
SITE ADMINISTRATOR CONTINUUM FOR PROFESSIONAL DEVELOPMENT PLANNING

Principal	CPSEL 1	CPSEL 2	CPSEL 3	CPSEL 4	CPSEL 5	CPSEL 6	Score Total
A	3	3	3	1	3	3	16
B	3	3	3	2	3	3	17
C	3	2	2	2	3	4	16
D	3	3	3	1	3	4	17
E	3	3	3	2	3	3	17
F	4	4	4	4	4	4	24
G	3	3	3	1	3	3	16
H	2	2	3	2	2	1	12
I	4	4	4	4	4	4	24

This form can be created in Informed K-12 and tallied down to specific indicators on the rubric for the purpose of better understanding PD needs with site admin. This is also a calibration tool for principal supervisors and site principals completing evaluations.

Every Student Matters, Every Moment Counts.

THE MCS WAY

Every Student Matters, Every Moment Counts