

To accommodate VDOE mandates, the ACPS Administrator Performance Appraisal (APA) will be updated and implemented during the 2013-14 school year. The changes made for 2013-14 will be under a pilot approach.

As part of the study process to develop changes beyond the VDOE directions, I surveyed administrators, conducted a plus / delta activity at a K12 principals' meeting and held a focus group. Data from these activities are found below.

To view the currently developed tools for the new APA, please use this link:

www.k12albemarle.org/apa



Plus / Delta for Administrative Performance Appraisal
Data Gathered from K-12 Principals at January 22, 2013 Meeting

Plus	Delta
The rubric is comprehensive	The rubric is huge
We get to design goals / self-directed	Not having a consistent evaluator to a grow a relationship
There is interaction	Too many tools to incorporate for evaluation
The process is collaborative	Narrow the focus on the domains we need
Growth-focused	Not informed of significant policy and procedural changes sent out to other audiences. Only find out after a mistake is made.
SMART Goal Review	More personable climate is needed from everyone.
When my supervisor mirrors the model I provide for staff (visits the school, knows the staff and students) it makes me feel like the evaluation at the end of the year is more genuine.	There is so much; let's pick what's important.
Forces reflection.	A way to get student voices heard may be to set up opportunities for small group conversations at each school, answering questions that are same and listen for

	similar trends. The trends tell the store. Can be the same for teachers.
You have to set goals / Accountability	Would like more frequent conversations with the supervisor throughout the year.
Opportunity for Growth	It's easy to get off-task as time passes by in between check-ins.
Goal setting with supervisor is good conversation & helps to look at things differently.	No surveys!
Rubric is very helpful to look at and reflect.	Faculty and staff feedback is not always helpful, could be a select few that you know you can get good, constructive feedback. Needs to be revised to get good and useful feedback.
SMART Goal Review	Aligned to strategic plan.
Opportunity to reflect. First part is related to individual's goals so gives opportunity to reflect upon goals set.	Schedule a check in point so that one doesn't lose track
Self-directed	Review of expectations of all the standards so we are all interpreting the rubric the same.
The goal setting does force focus & the more you set goals the better you get at it.	Doing this reflection on ourselves at the same time we are doing evals for many teachers and closing school at the end of the year can impact quality of reflection
Scoring yourself and providing evidence	Deeper understanding of the process
Alignment of SMART Goals with the SIP	Change the focus from the high connection to self-evaluation
The practice of self-evaluation prior to supervisor evaluation – helpful	Ensure consistency in evaluation practices so long as these practices have an effect on pay.
	Assess the effect of a merit-based / pay for performance pay system with its focus on

	external motivators
	Decide if this rating system will be standards-referenced or norm-referenced.
	Make the criteria a true evaluation tool / rubric more clearly aligned to the key skills / practices involved in our leadership work.

**Albemarle County Schools
Administrative Appraisal Study**

2013

Responses to survey administered from January 25th through February 1st.

Q1. What is your leadership role?							
	School-based Administrator		Supervisory (i.e. assistant superintendent and director)		Support (i.e. lead coach)		Total
Responses Received	21	87.50%	1	4.17%	2	8.33%	24

Virginia performance standards for principals.

1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i>
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>
3. Human Resources Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>
4. Organizational Management

<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	
5. Communication and Community Relations	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>
6. Professionalism	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>
7. Student Academic Progress	<i>The principal's leadership results in acceptable, measurable student academic progress based on established standards.</i>

Responding Albemarle County school administrators' self-assessment on Virginia's standards.

Q4. Rank the following seven attributes of a school-based leader on your level of proficiency								
	Human resources management	School climate	Student academic progress	Communications and Community relations	Organizational management	Instructional leadership	Professionalism	Total
Rank 1	6	3	6	2	2	1	1	21
Rank 2	2	3	2	2	6	4	2	
Rank 3	7	3	2	3	1	2	3	
Rank 4	1	5	2	6	2	1	4	
Rank 5	3	2	2	3	3	5	3	
Rank 6	1	4	2	4	1	5	4	
Rank 7	1	1	5	1	6	3	4	
Weighted Rank (Score)	1 (105)	2 (89)	3 (87)	4 (83)	5 (80)	6 (73)	7 (71)	

Responding Albemarle County school administrators' satisfaction ratings for components of the current appraisal system.

Please rate your satisfaction with each element of the Administrative Performance Appraisal process: Q5. Select the best response									
		1 - Lowest		2		3 - Highest		Total	Weighted Score
(a)	Self-evaluation	0	0%	17	80.95%	4	19.05%	21	2.19
(b)	Goal setting	1	4.76%	17	80.95%	3	14.29%	21	2.10
(c)	Conversation(s) with my evaluator	4	19.05%	12	57.14%	5	23.81%	21	2.05
(d)	Reporting on my goal attainment (throughout the year)	6	28.57%	14	66.67%	1	4.76%	21	1.76
(e)	Faculty surveys	5	23.81%	14	66.67%	2	9.52%	21	1.86
(f)	Reflecting on goal attainment (end of year)	2	9.52%	13	61.90%	6	28.57%	21	2.19

APA Focus Group Meeting – March 21, 2013

Attendees: Clare Keiser, Josh Davis, Matt Haas, Melissa Anderson, Michele Del Gallo Castner, Patrick McLaughlin, Rick Vrhovac, Tim Driver

- Michelle
 - o Tool is excellent. Importance is in the delivery of the process and the relationships.
 - o Important to have consistent evaluators – grow the relationship 3-5 years. Grow together.
 - o Any leader should receive any kind of survey with an open book. Don't get rid of surveys.
- Tim
 - o Working with someone you trust is important. Honesty. Ability to get/give critical feedback.
 - o Look at pulling out the results that may skew data (ex. all excellent or all bad)
 - o Teachers may not be aware of what the leader is doing. Opinions of other people who he works more closely with may be more valuable.
 - o Time to reflect is important. Be able to take the results and make changes in yourself.
 - o Decision-making comes with experience.
 - o Mentoring & peer coaching are important.
- Patrick

- o Self-evaluation is important. Quality is connected to what someone invests in the self-evaluation process.
 - o Comparison between survey feedback and self-evaluation.
 - o Regarding Tim's comment about how familiar people are with the leader's work, there is an element of consideration related to how often the evaluators or survey responders observe/see the leaders.
 - o Look at making sure a similar group responds. Could do it in a faculty meeting and build it into your schedule.
 - o Should be clarity about what needs to be turned in at the start of the process.
- Clare
 - o Get a larger percentage to respond.
 - o Has there ever been consideration for surveys throughout the year? Per Matt, should be occurring at the beginning of the year.
 - o Portfolio of a "body of evidence". The admin pool portfolios have been very strong. Recommends doing this for all leaders.
- Matt
 - o Strategies for surveying. Sampling.
 - o Design survey that is more valid for what it is trying to measure.
 - o Getting out into schools on a regular basis is difficult. Sampling will be important.
 - o Could take the standards/domains for principals and send them out to teachers for their perspectives. Bring back to this group. Content validation.
 - o Should have a timeline element more like the TPA.
 - o Possibly do a mixed methods approach.
 - o Portfolio for administrators? Build on it and use for evaluations.
- Josh
 - o Observing what others are doing is important. Provide opportunities for getting out and seeing another school. Others agree - walking their building or going to their staff meeting would be helpful.