



# Growth & Development

## Central Office Performance Evaluation System (COPES) Overview

The primary purpose of COPES 2.0 is to provide a collaborative process that allows the administrator and evaluator to give and receive feedback that results in the promotion of self-growth and continuous improvement specially aligned to the central office administrator's role. Implemented as designed, this performance evaluation system will provide an avenue to demonstrate to administrators *"Your Voice Matters"*.

The COPES system is designed to provide the central office administrator an opportunity to connect their work responsibilities to the success of the entire organization, ultimately allowing for the accomplishment of its vision and mission. This is done through the demonstration of effective performance practices in all six COPES standards and the successful completion of the strategic selection of goals. Because the system is designed to assist employees in gaining perspective on how their role contributes to the organization's success, it is believed the COPES system's level of engagement will result in improved employee productivity.

Figure 1 illustrates the use of the streamlined COPES 2.0 forms that are applicable to all COPES roles.

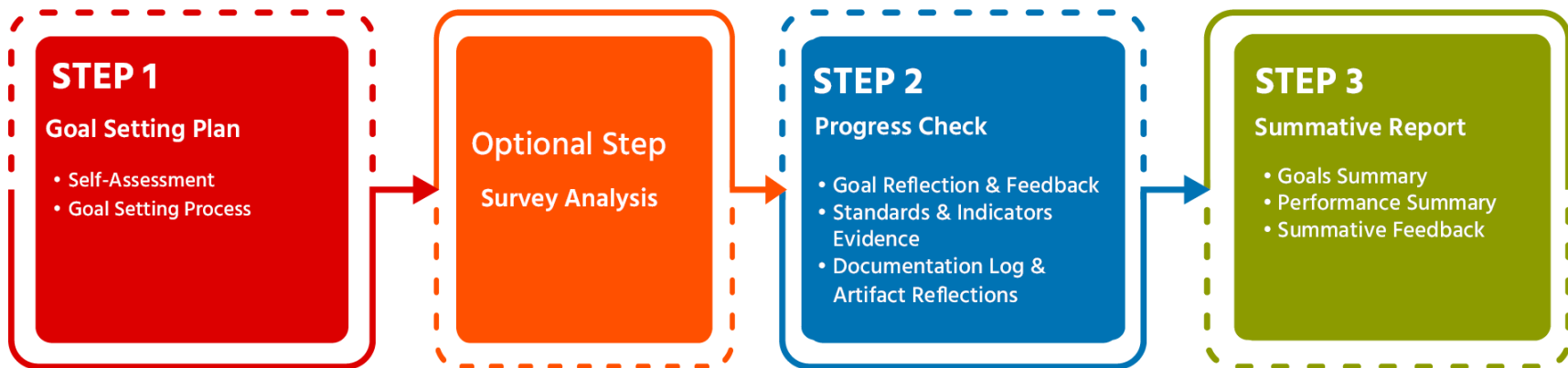
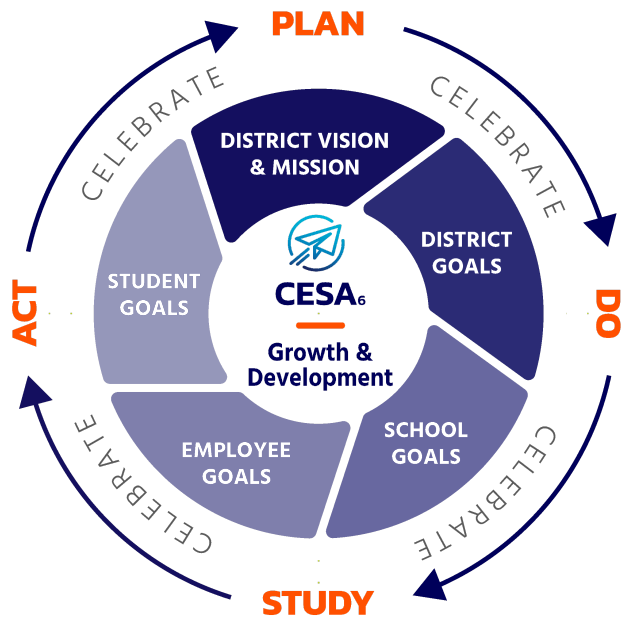


Figure 1: COPES Performance Evaluation Process

## Aligning Continuous Improvement to Performance Evaluation



Just like the Effectiveness Project Performance Evaluation Systems become part of the district's overall efforts, the COPES evaluation process becomes part of the district's process of continuous improvement. The CESA 6 Growth and Development Center defines continuous improvement as an ongoing effort to make continuous improvement efforts over time with progress being continuously monitored and adjusted based on effectiveness and efficiency. Because the goal of a performance evaluation system is to continuously improve central office administrators' practices, COPES embeds a Plan, Do, Study and Act (PDSA) cycle within its system. Figure 2 provides a visual representation of the continuous improvement cycle, and elevates the concept of celebrating small, incremental improvements based on standards-driven outcomes.

Figure 2: *GDC Continuous Improvement Cycle adapted from the DPI Continuous Improvement Process Criteria and Rubric*

## Aligning Improved Employee Engagement to Performance Evaluation

The COPES system's forms (Goal Setting Plan, Progress Check, Summative Evaluation Report) were strategically redesigned to honor Gallup's research on what employees need to perform their best in the work environment. The Gallup 2020 Q12 Meta-Analysis that included over 2.7 million workers across 100,000+ teams found a compelling relationship between employee engagement and performance when evaluators met 12 needs to improve employee productivity. Used as designed, COPES can assist in creating the engagement conditions for 9 of the 12 identified needs that will assist your organization with employee engagement that results in their self-growth and continuous improvement. Gallup's 12-item engagement survey referred to as the "Q12," is the culmination of that research.

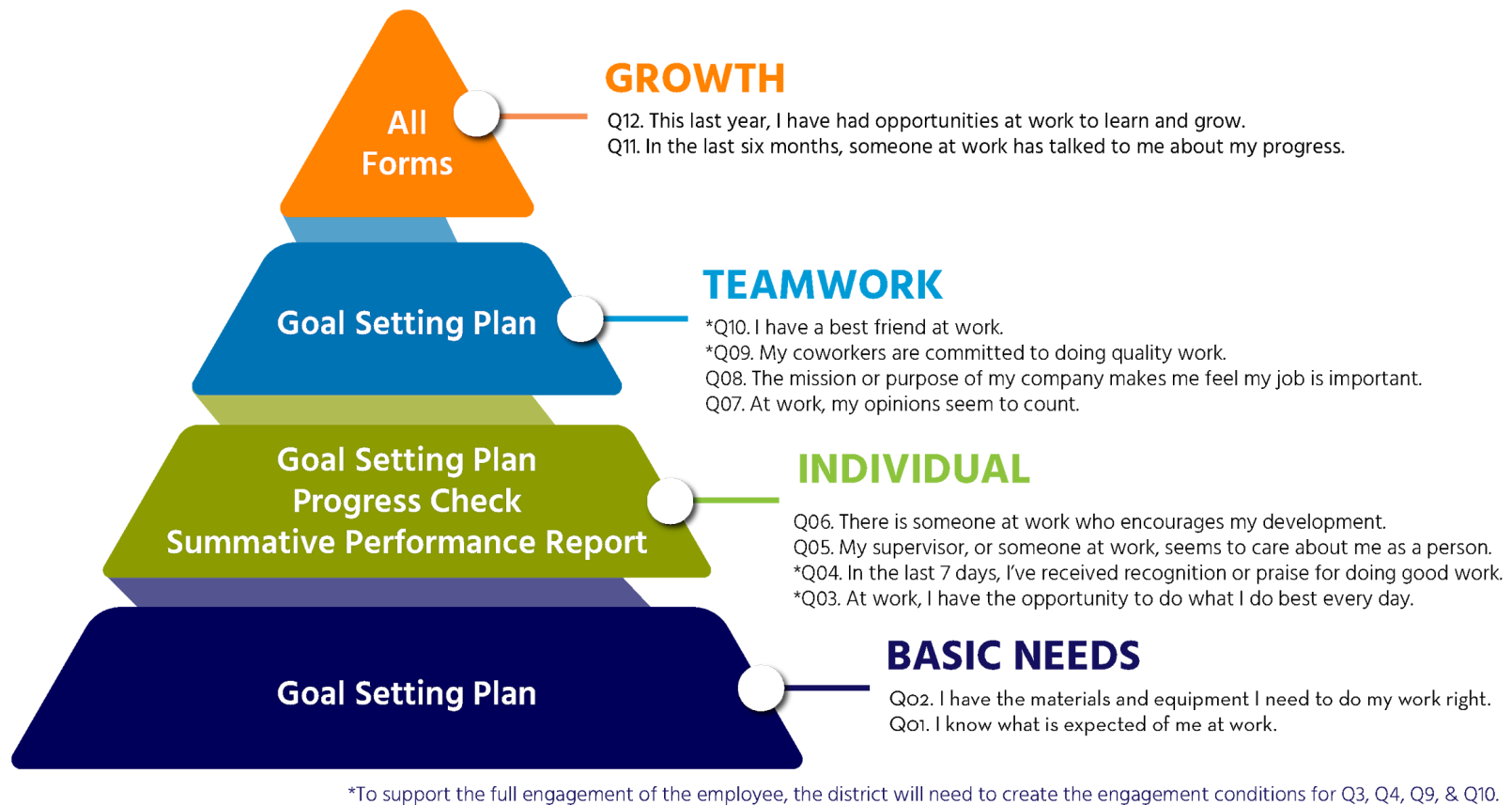


Figure 3: Q12 Pyramid and Statements Correlated to COPES Forms

## Timeline

This schedule maps out a potential COPES 2.0 cycle using the Frontline Education® forms (see underlined text), in both the **Central Office Administrator** and **Evaluator** responsibilities columns.

Timeline	Central Office Administrator Responsibilities	Evaluator Responsibilities
<p><b>Quarter 1:</b> <i>Plan Phase</i></p> <p>By mid-October</p>	<ol style="list-style-type: none"> <li>1. Before meeting with evaluator, complete the <b>Goal Setting Plan</b>.</li> <li>2. At meeting, collaborate on:               <ol style="list-style-type: none"> <li>a. Self-assessment standards &amp; indicators growth areas,</li> <li>b. goal selection, and</li> <li>c. progress check session dates.</li> </ol> </li> <li>3. After meeting:               <ol style="list-style-type: none"> <li>a. Complete and submit <b>Goal Setting Plan</b>, and begin work on goals.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule meeting to review <b>Goal Setting Plan</b>.</li> <li>2. At meeting, collaborate on:               <ol style="list-style-type: none"> <li>a. Self-assessment</li> <li>b. goal selection, and</li> <li>c. schedule progress check sessions.                   <ol style="list-style-type: none"> <li>i. The <b>Progress Check Form</b> is designed to record up to 4 sessions. Number of sessions is determined by the district.</li> </ol> </li> </ol> </li> <li>3. After meeting:               <ol style="list-style-type: none"> <li>a. Finalize <b>Goal Setting Plan</b>.</li> </ol> </li> </ol>
<p><b>Quarter 2 or 3:</b> <i>Study &amp; Act Phase</i></p> <p>Through mid-May</p>	<ol style="list-style-type: none"> <li>1. Prior to each session, complete your portion of <b>Progress Check Form</b>.               <ol style="list-style-type: none"> <li>a. Save and notify evaluator</li> </ol> </li> <li>2. After meeting, continue to work on goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Prior to the session, if applicable, enter evidence-based feedback in <b>Progress Check Form</b> under appropriate standard(s).</li> <li>2. At the session:               <ol style="list-style-type: none"> <li>a. Provide feedback and reflection on the <b>Progress Check Form</b>.</li> </ol> </li> </ol>
<p><b>Quarter 4:</b> <i>Study, Act &amp; Celebrate Phase</i></p> <p>Through June</p>	<ul style="list-style-type: none"> <li>• Complete <b>Progress Check Form</b> by agreed upon date, <b>OR</b></li> <li>• Summative employees ONLY, attend Summative Evaluation meeting.               <ol style="list-style-type: none"> <li>a. Submit <b>Summative Evaluation Report</b>.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Finalize <b>Progress Check Form</b>, <b>OR</b></li> <li>• Prior to the Summative Evaluation meeting ONLY, complete the <b>Summative Evaluation Report</b>.               <ul style="list-style-type: none"> <li>○ <b>Finalize Summative Evaluation Report</b>.</li> </ul> </li> </ul>
<p><b>The Plan, Do, Study, Act (PDSA) cycle dates can be adjusted to align with the district calendar.</b></p>		

## Employee Growth and Development Takes Time

The timeline schedule outlines a three-year cycle for your central office administrators. The charts below map out the COPES 2.0 time devoted in continuing years 1 and 2 as well as year 3 end-of-year. Over a three-year period, an employee would engage in four hours of meaningful feedback with their evaluator. However, the system can be adapted to meet the length of the cycle your district prefers to use.

Summative Central Office Process	Time Investment
Your Voice Matters: Goal Setting Plan	30 minutes
Session 1 Conference	30 minutes
Session 2 Conference	30 minutes
Session 3 Conference	30 minutes
Session 4 Summative Evaluation Report Conference	45 minutes
Review Survey Analysis and Comment (as appropriate)	15 minutes
Review End of Year Goal Setting & complete Summative Evaluation Report	60 minutes

**Total: 4 hours**

Continuing 1 & 2 Central Office Processes	Time Investment
Your Voice Matters: Goal Setting Plan	30 minutes
Session 1 Conference	30 minutes
Session 2 Conference	30 minutes
Session 3 Conference	30 minutes
Session 4 Conference	30 minutes
Review Survey Analysis and Comment (as appropriate)	15 minutes

**Total: 2.75 hours**

For more information regarding the Educator Performance Evaluation System, please contact [solutions@cesa6.org](mailto:solutions@cesa6.org).