

## District Administrator Performance Evaluation System



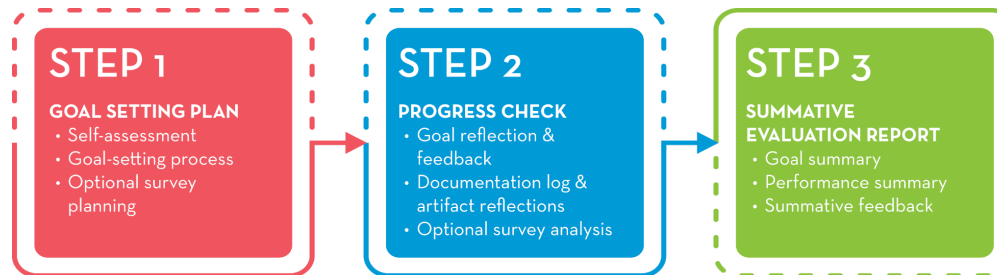
# CESA<sub>6</sub>

GROWTH & DEVELOPMENT

### Overview

The Growth and Development Center announces revised, streamlined, ***District Administrators Performance Evaluation System (DAPES)*** processes and forms for immediate use. The primary purpose of DAPES 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 district administrator's role. Implemented as designed, this performance evaluation system will provide an avenue to demonstrate to administrators “*Your Voice Matters*”.

The DAPES system is designed to provide the district 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 DAPES 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 DAPES system's level of engagement will result in improved employee productivity. This snapshot illustrates the streamlined ***District Administrators Performance Evaluation System 2.0*** including form titles and steps.



## Timeline

The following suggested timeline maps out the use of the DAPES 2.0 forms, as well as the district administrator and school board responsibilities by quarter. For each performance evaluation session, schedule a board meeting w/closed session.

Timeline	District Administrator Responsibilities	Board of Education Responsibilities
<b>July/Aug</b> <b>Plan</b>	<b>Goal Setting Plan</b> <ol style="list-style-type: none"> <li>1. <i>Evaluate district strategic plan or work using data.</i></li> <li>2. <u>Complete self-assessment of Performance Standards.</u> <i>Begin determining possible artifacts</i></li> <li>3. Complete standard-driven goal setting including indicators with success measures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend a closed session meeting to review and finalize <u>Goal Setting Plan</u> and review evidence suggestions for the other standards.</li> </ol>
<b>Oct/Nov</b> <b>Study, Act</b>	<b>Progress Check</b> <ol style="list-style-type: none"> <li>1. Provides <u>formative reflection</u> on evidence of mid-year progress towards indicators of success for each goal and evidence collection for the other standards.</li> <li>2. If necessary, adjust the goal action plan based on evidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide <u>formative reflection</u> on evidence presented by DA of mid-year progress towards indicators of success for each goal and evidence collection for the other standards.</li> </ol>
<b>Jan/Feb</b> <b>Reflect, Study, Act</b>	<b>Progress Check</b> <ol style="list-style-type: none"> <li>1. Provides <u>formative reflection</u> on evidence of mid-year progress towards indicators of success for each goal and evidence collection for the other standards.</li> <li>2. If necessary, adjust the goal action plan based on evidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide <u>formative reflection</u> on evidence presented by DA of mid-year progress towards indicators of success for each goal and evidence collection for the other standards.</li> </ol>
<b>May/June</b> <b>Study and Celebrate</b>	<b>Prior to Board completing Summative Evaluation Report</b> <ol style="list-style-type: none"> <li>1. Provides <u>summative reflection</u> on each goal outcome as evidenced by the success indicators. The reflection includes how the outcome(s) supports progress on the overall strategic plan.</li> <li>2. Ensure all 6 standards include artifacts and reflections that demonstrate effective performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. After reviewing artifacts that include goal outcomes, use the DAPES Rubric to evaluate DA performance at the Standard Level for all six standards. Include evidence-based summative board reflection for each standard as well as overall performance.</li> </ol>

## Aligning Continuous Improvement to Performance Evaluation

Just like the *Effectiveness Project Performance Evaluation Systems* become part of the district's overall efforts, the DAPES 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.*

DAPES offers a system that aligns the district administrator and board actions allowing for the accomplishment of the district's mission and ultimately, the vision. Because the goal of a performance evaluation system is to continuously improve district administrator practice, DAPES embeds a Plan, Do, Study, and Act(PDSA) cycle within its system. Figure 1 provides a visual representation of the continuous improvement cycle, and elevates the concept of celebrating small, incremental improvements as you move to accomplish the agreed standards-driven outcomes.



Figure 1. GDC Continuous Improvement Cycle adapted from the DPI Continuous Improvement Process Criteria and Rubric.

## Employee Growth and Development Takes Time

The timeline schedule outlines an annual evaluation cycle for the district administrator evaluation. The chart below maps out the approximate time devoted when utilizing the DAPES tool. Over the year-long process, the district administrator would engage in five-plus hours of meaningful feedback with the board of education. However, the system can be adapted to meet the length of the cycle your district prefers to use.

ANNUAL DAPES EVALUATION	Time
Goal Setting Plan Meeting	60 minutes
Progress Check: First Mid-Year Meeting to give and receive feedback on goal progress, artifacts aligned to standards	60 minutes
Progress Check: Second Mid-Year Meeting to give and receive feedback on goal progress, artifacts aligned to standards	60 minutes
Summative training requires 30 minutes of training. (on your own)	30 minutes
Complete Summative Evaluation Report and Summative Conference to review Report	150 minutes
<b>Total: (all times are approximate)</b>	<b>6 hours</b>

Note: Initial DAPES implementation requires 2 hours of training. After initial training, a training module is provided for onboarding new board members.

## Effective performance evaluation Can Lead to Retention

CESA 6's District Administrator Performance Evaluation System provides a board of education with an effective tool to set expectations and participate in ongoing *collaborative* conversations, creating the conditions that can lead to District Administrator retention.