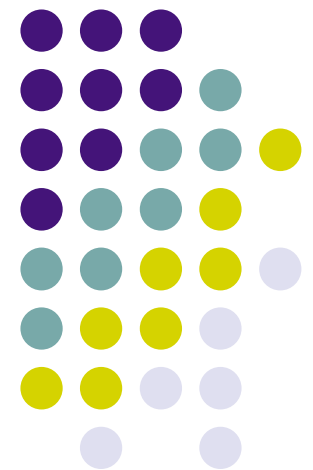


Leadership Development and Assessment - On the Ground in New York City

Aspiring Leaders
Practicing Leaders
CSD 9 and 10, New York City
Department of Education

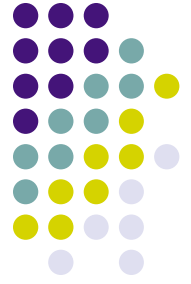


Laura Dukess, Director of Professional Development
Office of School Leadership, NYC Dept of Education

Setting the Context for Performance Evaluation



- New York State
 - No Performance Assessment for Principals
- New York City Department of Education
 - Principals Performance Review
 - NYC Leadership Academy
 - New Accountability System and Tools
- Region One, NYC Department of Education
 - The Accountability Protocol



Principal Assessment in Region One, New York City

- Principals Performance Review with the Accountability Protocol (Developed by Superintendent with Practitioners)
 - Rating Areas:
 - Instructional Leadership
 - Organizational Leadership
 - Staff Development
 - Student Support Services
 - Community Relations and Communications
 - Goals & Objectives: Specific, Data-Informed and Aligned with Comprehensive Educational Plan
 - Mid-Year Review: Presentation of Specific Data and Evidence Demonstrating Work in PPR Areas; School Walk-Through and Specific Expectations for Follow Through
 - End-of Year Review: Presentation of Standardized Test Data, Self-Assessment and Supporting Evidence of Growth; Discussion with Superintendent; Rating against Rubric



Region One, Accountability Protocol (Sample excerpt)

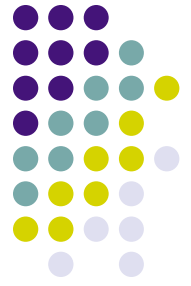
Instructional Leadership SAMPLES OF DOCUMENTS:	EVIDENCE YOU WILL PROVIDE:	LIS COMMENTS/
<u>Clear Instructional Vision</u>		NEXT STEPS:
<ul style="list-style-type: none"> • Ongoing communication with all school constituencies • School goals are communicated and assessed on a regular basis • Professional development plan and initiatives congruent with the instructional vision 		
<u>Progress towards meeting NYS Performance Standards and grade level benchmarks for all students:</u> <ul style="list-style-type: none"> • School Status Report (SINI, CA, SURR) • Data analysis by class/department for each student and by grade charts include ECLAS2, Citywide Tests, State Tests, Interim Assessments for ELA and Mathematics, Regents, Scholarship Reports • Interventions (safety nets) provided to support students • Early identification of students whose promotion is in doubt • Identification and support for holdover students 		
<u>Leadership role in supporting appropriate instructional practices:</u> <ul style="list-style-type: none"> • Implementation of Balanced Literacy and Mathematics • Organization and support structures for ELLs and special education students • Abundant books and instructional materials • Notebooks with specific teacher feedback 		

Leadership Development and Support: The Leadership Continuum



- Distinguished Teacher Leader Program
- The Principals Institute
- Leaders-in-Residence Program
- Core I, II Instructional Units for Assistant Principals
- Assistant Principal Coaches and Mentors
- Tomorrow's Principals
- Learning to Lead: Leading to Learn
- Principal Mentors
- Principal Coaches

Performance Assessment Within the Leadership Continuum



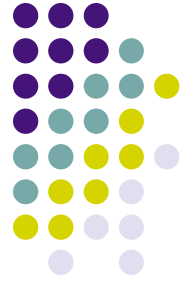
- Practicing Leader Support Programs
 - Non-Supervisory Programs
 - Self-Assessment and Program Assessment Against Research-Based and Practitioner-Defined Goals for Program
 - No Performance Assessment
 - Coach and Mentor Programs: Participant and Supervisor Assessment of the Effectiveness of the Coaching/Mentoring Relationship



REGION ONE LEAD/LEADERSHIP PROFESSIONAL DEVELOPMENT SURVEY
TEACHER LEADERS

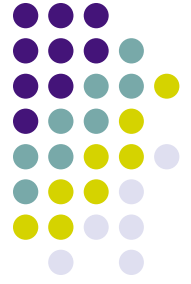
Element (Skill Area)	<u>ACQUISITION</u> For each element: As a result of LEAD/Leadership professional development activities, The extent to which I have acquired new knowledge, skills or techniques in...							<u>UTILIZATION</u> For each element: The extent to which I have been able to utilize newly acquired learnings, skills or techniques on my current job in...						<u>SUPPORT OF OTHERS</u> For each element: The extent to which I have supported others (through coaching, mentoring, demonstrations, etc.) to improve their knowledge, skills or techniques in...				
	5	4	3	2	1	NA		5	4	3	2	1		5	4	3	2	1
<i>Leadership Attributes...</i>																		
1. Communicating effectively with and among peers																		
2. Promoting collaboration among my peers in supporting the vision of the school																		
3. Using feedback for self-development																		
4. Learning the importance of acting ethically in personal and professional situations																		
5. Modeling ethical behavior in personal and professional situations																		
6. Providing professional development to colleagues																		
7. Organizational leadership																		
8. Collaborative problem solving																		

Assessment in the Principal Mentor Program: Mentor Assessment of Mentee



Always	Never Occasionally Usually			
Effective listener – hears content and message of what is being said directly, and follows through accordingly	_____	_____	_____	_____
Effective speaker – speaks truthfully, confronts school related issues, both instructional and non-Instructional in nature	_____	_____	_____	_____
Asks pertinent questions that in order to clarify issues	_____	_____	_____	_____
Talks openly concerning her needs	_____	_____	_____	_____
Is open and honest with mentor	_____	_____	_____	_____
Maintains appropriate confidentiality	_____	_____	_____	_____
Maintains focus on mentoring plan	_____	_____	_____	_____
Is well prepared	_____	_____	_____	_____
Welcomes the mentor’s presence	_____	_____	_____	_____

Performance Assessment Within the Leadership Continuum



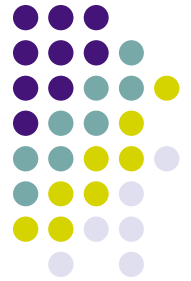
- Aspiring Leader Programs
 - Program Assessment
 - Self-Assessment
 - 360 Degree Leadership Assessment with Individual Feedback
 - Performance Feedback and/or Assessment
 - Performance-Based Selection Process

Assessment in the Tomorrow's Principals Program



- Rigorous Performance-Based Selection
 - On the Spot Writing Exercise
 - School Visit with Group Videotaped Review Against Specified Areas:
 - Knowledge about classroom environment
 - Ability to improve classroom environment
 - Knowledge about teacher practice
 - Ability to improve teacher practice
 - Knowledge about student engagement
 - Ability to improve teacher practice in student engagement
 - Social interaction with the group
- 360 Degree Leadership Assessment with Individual Feedback
- Program Assessment Survey
- Ongoing Performance Feedback in Class Sessions
- Job Readiness Interviews with Local Instructional Superintendents

Creating a Context and Culture for Leadership Assessment



- Creation of Assessments
 - By the Practitioners
 - Informed by Research and
 - Concurrently with Program Creation
 - Assessment is an accepted part of the culture
 - Assessment is accepted as fair
 - Allows for program alignment
 - Allows for program and performance evaluation to be appropriate to the context of position and responsibility of the leader and theory of change of the district



Resources

- For information about the New York City accountability tools and resources, see <http://cfi.sharepointsite.net> or contact accountability@schools.nyc.gov
- For information about the assessment instruments used in Region One, contact ldukess@schools.nyc.gov
- For information about performance assessment and coaching tools used by the NYC Leadership Academy, contact pferner@schools.nyc.gov