Georgia's Leader Keys Effectiveness System

Meaningful Feedback | Professional Growth | Flexibility to Innovate

2023 - 2024
Implementation Handbook

Acknowledgments

The Georgia Department of Education's (GaDOE) Leader Keys Effectiveness System (LKES) Handbook was developed with the thoughtful contributions of the Georgia State Evaluation Steering Committees, each of which focused on one component of the evaluation system. We wish to express our appreciation for their conscientious and insightful efforts.

Leader Keys Effectiveness System Usage Statement

The LKES Handbook was developed on behalf of the Georgia Department of Education. School systems are required to use this supporting document for LKES implementation. The materials in this handbook are copyrighted by either the Georgia Department of Education or Dr. James Stronge (© 2011). The materials may not be revised or modified without the express written permission of the applicable copyright holder. Georgia public schools may use these materials without alteration to meet applicable requirements or for educational purposes as long as the materials continue to reflect: "All Rights Reserved."

The contents of this handbook were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and one should not assume endorsement by the Federal Government.

Every child in every community deserves excellent, effective principals, and assistant principals. Georgia developed the Leader Keys Effectiveness System (LKES) to provide leaders with more meaningful feedback and support so they can achieve the goal of increasing the effective teaching practices of teachers and increasing academic learning and achievement for all students. We believe students have the greatest chance to succeed when teachers receive support from highly effective and knowledgeable school leaders. Ongoing feedback and targeted professional development help leaders meet the changing needs of their schools. We believe LKES provides leaders with meaningful information about how their practice impacts teacher performance and student learning. LKES acknowledges the central role of school leaders and provides the opportunity to refine their practice to continually and effectively meet the needs of all teachers and students.

In 2016, O.C.G.A.§20-2-210 was passed by the legislature and signed into law by Governor Nathan Deal. This law reduced the number of state-mandated tests students must take and by reducing the percentage that student test scores count for TKES evaluations.

Some of the major changes include:

- Weight of student test scores on TKES reduced from 50% to 30%, with the remaining 20% coming from Professional Growth, allowing the evaluation system to become more of a coaching tool.

- Students must be in attendance in class 90% of the instructional days of the course in order to count toward a teacher's evaluation (previous version was only 65% enrollment).

- Modified observations for some teachers, allowing administrators to spend more time with teachers who need more assistance while giving teachers who receive high evaluation scores the benefit of fewer observations and more flexibility in the classroom.

- One growth measure per teacher required instead of two, decreasing the number of tests that must be administered.

Georgia Department of Education
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In 2020, Senate Bill 367, which was codified as O.C.G.A. § 20-2-281, was passed by the legislature and signed into law by Governor Brian Kemp. This law further helped change the landscape of Georgia education by reducing the number of state-mandated tests students must take. The number of state-administered assessments was reduced from 32 to 19, allowing schools to focus on literacy and numeracy in the early grades, giving students a better foundation for success.

For the 2023 CCRPI calculation, GaDOE will resume reporting progress for districts and schools using Student Growth Percentiles (SGPs). For educator-level evaluation purposes, our Technical Advisory Committee (TAC) recommended waiting to resume utilizing SGPs until another year of post-pandemic test scores are available. **To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE is continuing TKES/LKES flexibility for school leaders and teachers in the 2023-2024 school year.** *All pre-pandemic requirements related to TKES and LKES will resume in the 2024-2025 school year.*

The following flexibilities will continue in the 2023-2024 school year:
- **Teacher Effectiveness Measures (TEM) and Leader Effectiveness Measures (LEM) ratings will not be determined** this year to maximize the validity and reliability of the measures of educator performance.
- The "pre-evaluation conference, mid-year evaluation conference, and summative evaluation conference" must still be conducted per state law. **Evidence does not have to be uploaded to the Platform**.
- **The self-assessment may still be conducted, but it is not required.** If self-assessment is utilized, it should be conducted in support of a teacher's and leader's professional growth.
- **TAPS and LAPS Summative Assessment Ratings are not required by GaDOE or GaPSC for the 2023-2024 school year.** Certificate renewal will not be affected. If an educator needs to remediate, remediation plans must be established at the local level.
- **State law and Board rule require "multiple observations." GaDOE interprets this as a minimum of two observations for all teachers for the 2023-2024 school year.** School Observations can occur at *any time* during the school year.
- **Professional learning requirements are in state law.** However, school system leaders will determine what is appropriate considering the local context and system expectations, and GaPSC will accept verification from school system leaders for renewal purposes.

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Components of the Leader Keys Effectiveness System (LKES)

The Leader Keys Effectiveness System (LKES) is comprised of four components which contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Student Growth, CCRPI School Climate Star Rating, and a Combination of Additional Data (Achievement Gap Reduction, Beating the Odds and CCRPI Data).

Annual Evaluation Notification

Official Code of Georgia 20-2-210 requires that each LEA shall provide written notice in advance of each school year to each assistant principal or principal of the evaluation measures and any specific indicators that will be used for evaluation purposes. This notification must be completed in advance of each school year. To comply with this, it is suggested that LEAs address this in the contract or an attached document disseminated with the contract. The suggested language follows:

> **Your annual evaluation for next year will be based on the Leader Keys Effectiveness System in accordance with Official Code of Georgia 20-2-210, all applicable rules of the State Board of Education, and the Implementation Handbook for LKES.**

Leader Assessment on Performance Standards (LAPS)

- LAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality Performance Standards.
- Documentation of practice and observations by a credentialed evaluator, if applicable, shall inform one Formative Assessment and one Summative Performance Evaluation each year completed by a credentialed evaluator.
- All eight LAPS Performance Standards shall be rated on each Formative Assessment and Summative Performance Evaluation.

Student Growth

- School Mean Growth Percentile (SGP) Measure: The grand mean of SGP performance for all SGP Grades and Courses taught in the school will constitute the School Mean Growth Percentile.
- Student Growth data shall be a lagging measure; the prior year's growth measures will inform the current annual Summative Performance Evaluation, when available.

CCRPI School Climate Star Rating

- The CCRPI School Climate Star Rating shows how well a school is fostering an atmosphere where students feel welcomed, safe, and respected.
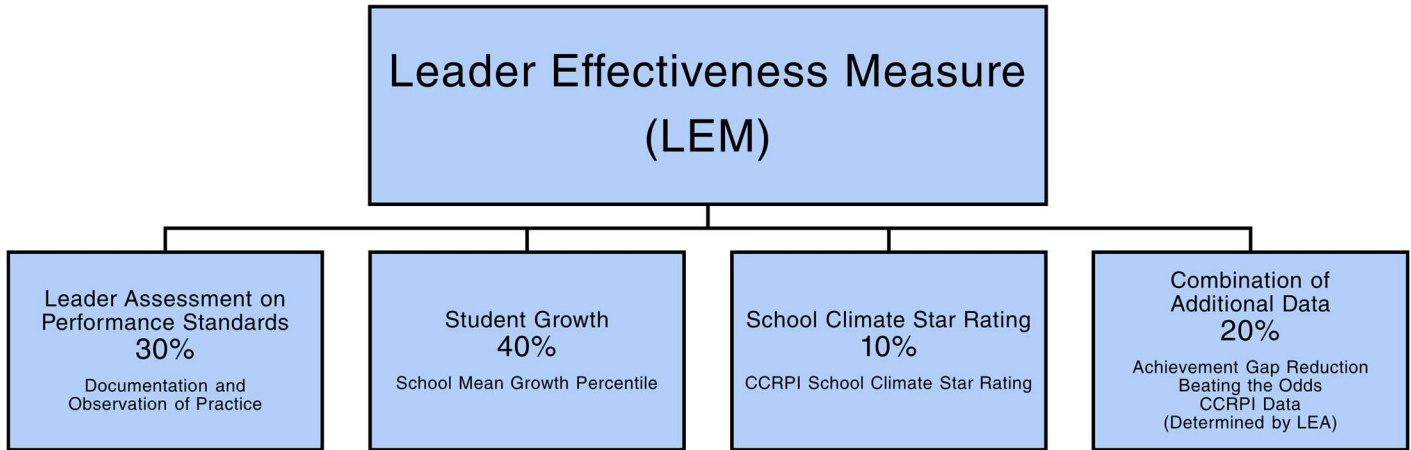
Combination of Additional Data

This component will consist of Achievement Gap Reduction, Beating the Odds, and/or CCRPI data.

Guidance for this component is forthcoming. If you need immediate assistance, please email your Educator System Specialist.

Figure 1: Leader Keys Effectiveness System

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                    │   Leader Effectiveness Measure       │
                    │           (LEM)                      │
                    └─────────────────────────────────────┘
      ┌──────────────────┬────────────┴──────┬──────────────────────┐
┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────────┐
│ Leader       │  │ Student      │  │ School       │  │ Combination of   │
│ Assessment on│  │ Growth       │  │ Climate Star │  │ Additional Data  │
│ Performance  │  │ 40%          │  │ Rating       │  │ 20%              │
│ Standards    │  │              │  │ 10%          │  │                  │
│ 30%          │  │ School Mean  │  │              │  │ Achievement Gap  │
│              │  │ Growth       │  │ CCRPI School │  │ Reduction        │
│ Documentation│  │ Percentile   │  │ Climate Star │  │ Beating the Odds │
│ and          │  │              │  │ Rating       │  │ CCRPI Data       │
│ Observation  │  │              │  │              │  │ (Determined by   │
│ of Practice  │  │              │  │              │  │ LEA)             │
└──────────────┘  └──────────────┘  └──────────────┘  └──────────────────┘
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Part I: Leader Assessment on Performance Standards (LAPS) – 30%

A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both leaders and evaluators will fully understand their job expectations. Clearly defined professional responsibilities for leaders constitute the foundation for LAPS. Evaluators shall be appropriately trained and credentialed.

The Leader Assessment on Performance Standards (LAPS) component of the Leader Keys Effectiveness System (LKES) provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality Performance Standards.

LAPS is a three-tiered approach which defines the expectations for leader performance consisting of four domains and eight Performance Standards (See Figure 2).

Figure 2: Essential Parts of the Leader Assessment on Performance Standards (LAPS)

Domain

School Leadership

Performance Standard

Performance Standard 1: Instructional Leadership
The leader 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 school improvement.

- Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve instruction, increase student achievement, and improve overall school effectiveness.

Performance Indicators

Level IV	Level III	Level II	Level I
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (Leaders rated as Level IV continually seek ways to serve as role models and collaborative leaders.)	The leader consistently 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 school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Appraisal Rubric

Domains and Performance Standards

Performance Standards refer to the major duties performed by a leader. There are eight Performance Standards that serve as the basis for the evaluation. Figure 3 shows the four domains and the associated standards that comprise the LAPS components of LKES.

Evaluators should always refer to the Performance Standards when rating a leader.

Figure 3 – LKES Domains and Performance Standards

School Leadership
Instructional Leadership The leader 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 school improvement.
School Climate The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
Organizational Leadership
Planning and Assessment The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.
Organizational Management The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
Human Resources Leadership
Human Resources Management The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.
Teacher/Staff Evaluation The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.
Professionalism and Communication
Professionalism The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
Communication and Community Relations The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Performance Indicators

Performance Indicators provide examples of observable, tangible behaviors for each standard. The Performance Indicators are examples of the types of performance that will occur if a standard is being successfully met. While it is likely the evaluator will observe many of the indicators during an observation, the list of Performance Indicators is not exhaustive. The evaluator may also observe many appropriate Performance Indicators that are not listed. The complete list of LAPS Standards and Indicators can be found in the Appendix.

Performance Appraisal Rubrics

In addition, leaders shall be rated using the Performance Appraisal Rubrics. The performance rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of leaders and provides a qualitative description of performance at each level. The resulting performance appraisal rubric provides a clearly delineated stepwise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The description provided for Level III of the performance appraisal rubric is the actual Performance Standard, thus Level III is the expected level of performance. Leaders who earn a Level IV rating must meet the requirements for Level III and go beyond. The Appendix includes rubrics related to each Performance Standard.

The specific language in the LAPS rubrics should be used to determine the rating for each standard. There are distinct differences in the terms "Consistently" and "Continually." For example, when thinking about Performance Standard 1 - Instructional Leadership, a leader who continually demonstrates instructional leadership would do this every day. Continually demonstrating Performance Standard 3 - Planning and Assessment might be at intervals that exceed every day. In this situation, the evaluator must look at how the leader uses data for planning and determine if the regularity is appropriate.

LAPS Process Flow

The process by which participating school districts shall implement the LAPS portion of the Leader Keys Effectiveness System is depicted in Figure 5. This flow chart provides broad guidance for the LAPS process, but districts should consider developing internal timelines for completion of steps at the district and school level.

Figure 4: Leader Assessment on Performance Standard Process Flow
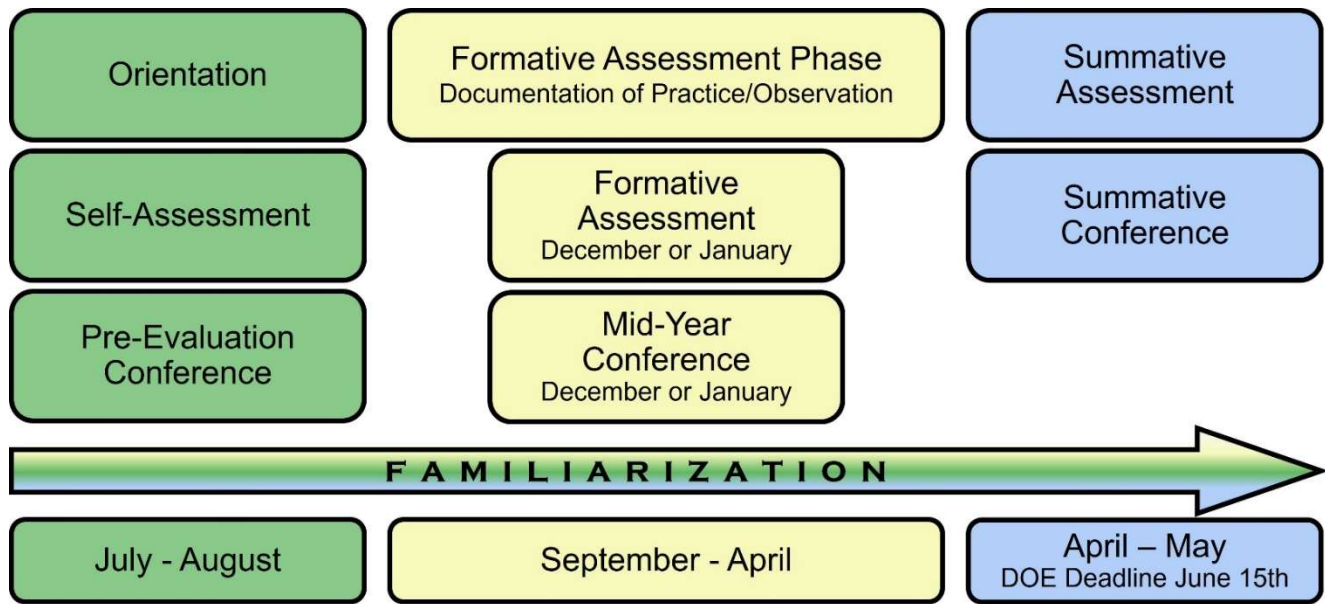
The steps below outline the LAPS process.

Step 1: Orientation

To ensure both leaders and evaluators have a clear understanding of expectations, evaluators shall conduct a Leader Assessment on Performance Standards (LAPS) Orientation prior to the Pre-Evaluation Conference. This Orientation should be conducted annually. Resources are available within the GaDOE TLSD Electronic Platform which will assist with the LAPS Orientation. After the Orientation is completed, leader sign off is required within the GaDOE TLSD Electronic Platform or a GaDOE approved data system.

Step 2: Familiarization

After leaders have completed the LAPS Orientation for the Leader Keys Effectiveness System, it is important to provide additional opportunities to become more familiar with the LKES process. The Familiarization process is not intended to be a single event.

Ongoing Familiarization dialogue and professional learning opportunities will increase understanding of the LAPS/LKES process. Professional learning resources are located in the Georgia Learns platform.

Step 3: Self-Assessment

Reflecting on professional practice is an important step in the LAPS process. Leaders may complete a Self-Assessment prior to the Pre-Evaluation Conference, but it is not required. If self-assessment is utilized, it should be conducted in support of a leader's professional growth. The eight Performance Standards will be used to determine professional strengths and areas for growth. The Self-Assessment, located on the GaDOE TLSD Electronic Platform, will be available to both the leader and the evaluator for review and professional learning planning.

Step 4: Pre-Evaluation Conference

Evaluators shall conduct a Pre-Evaluation Conference for all LKES evaluated leaders. The conference follows the Orientation and Self-Assessment. The conference shall be used to inform the individual being evaluated of performance expectations. The Performance Standards, Performance Indicators, and Performance Appraisal Rubrics shall be included in the Pre- Evaluation Conference discussion.

Please note, additional resources for conducting Pre-Evaluation Conferences are available in the GaDOE TLSD Electronic Platform.

The Leader Assessment on Performance Standards (LAPS) focuses on multiple data sources including Documentation of Practice. At this conference, documentation for all eight standards will be determined as well as the leader's submission of the required GaPSC Professional Learning Goal(s) or Professional Learning Plan(s). Leaders may submit documentation to the evaluators. Evaluators may also collect additional documentation.

Professional learning opportunities which align to the leader's needs should also be addressed during the conference. Progress toward or attainment of the GaPSC Professional Learning Goal(s) or Professional Learning Plan(s) may be used as documentation for a select standard or standards. Please note, **professional learning requirements are in state law.** However, school system leaders will determine what is appropriate considering the local context and system expectations, and GaPSC will accept verification from school system leaders for renewal purposes. The Pre-Evaluation Conference should be held individually. The conference shall be recorded electronically via the GaDOE TLSD Electronic Platform or a GaDOE approved data system. Please note, **evidence documenting performance does not have to be uploaded to the Platform**.

Step 5: Formative Assessment

The Formative Assessment process allows evaluators to document progress and to provide ongoing feedback to leaders. Evaluators shall complete one Formative Assessment for each leader. Evaluators shall provide a performance rating on each of the eight standards using appraisal rubrics.

The results of the Formative Assessment shall be recorded in the GaDOE TLSD Electronic Platform or GaDOE approved data system. These results will be reviewed and discussed during the Mid-Year Conference.

Formative Assessment Process

The Formative Assessment will be directly tied to multiple data sources including Documentation of Practice. Documentation submitted by the leader as well as documentation by the evaluator shall be considered when rating all eight Performance Standards using the Performance Appraisal Rubrics. Sources of documentation and evidence will vary and may include data gathered through observation. Progress toward or attainment of the GaPSC Professional Learning Goal(s) or Professional Learning Plan(s) may be used as documentation for a select standard or standards.

Performance Appraisal Rubrics are behavioral summary scales that describe acceptable performance levels for each Performance Standard. Ratings of Level IV, Level III, Level II, or Level I shall be provided for each of the eight Performance Standards on the Formative Assessment. The Formative Assessment ratings are based on the totality of evidence and consistency of practice.

It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths as well as Level II or Level I ratings for any of the eight Performance Standards. Commentary should include specific feedback that will promote professional growth.

Step 6: Mid-Year Conference

The Mid-Year Conference shall be held to review the results of the Formative Assessment, including discussions regarding effective implementation of Performance Standards, and the most recent school wide Student Growth data. Based on feedback from the Formative Assessment, leaders and evaluators may submit additional documentation prior to the Summative Performance Evaluation. In addition, progress toward or attainment of the leader's GaPSC Professional Growth Goal(s) or Professional Growth Plan(s) may be documented in the TLSD Electronic Platform.

The Mid-Year Conference should be held individually and shall be recorded electronically via the GaDOE TLSD Electronic Platform or a GaDOE approved data system.

Please note, additional resources for conducting Mid-Year Conferences are available in the GaDOE TLSD Electronic Platform.

Step 7: Summative Performance Evaluation

The Summative Performance Evaluation shall be based on the Formative Assessment and additional documentation. Progress toward or attainment of the GaPSC Professional Learning Goal(s) or Professional Learning Plan(s) may be used as documentation for a select standard or standards.

Summative Evaluation Process

A Summative Performance Evaluation shall be completed for each leader which may establish a final rating on all eight Performance Standards. These ratings shall consider ALL available data sources.

Ratings of Level IV, Level III, Level II, or Level I may be provided for each of the eight Performance Standards using the Performance Appraisal Rubrics. The evaluator may rate each of the eight Performance Standards based on the totality of evidence and consistency of practice.

Evaluators may document the Summative Performance Evaluation using the GaDOE TLSD Electronic Platform or another GaDOE approved data system.

Please note, the LAPS Summative Assessment Ratings are not required by GaDOE or GaPSC for the 2023-2024 school year. Certificate renewal will not be affected. If an educator needs to remediate, remediation plans must be established at the local level.

Step 8: Summative Conference

The Summative Conference shall be used to inform individuals of their Summative Performance Evaluation results. Leader Assessment on Performance Standards, College and Career Ready Performance Index (CCRPI) School Climate Star Rating results, Student Growth, and the Combination of Additional Data (Achievement Gap Reduction, Beating the Odds, and CCRPI data) may be included in the Summative Conference discussion. Professional learning experiences based on the leader's needs should be addressed during the conference. In addition, progress toward or attainment of the leader's GaPSC Professional Growth Goal(s) or Professional Growth Plan(s) should be documented in the TLSD Electronic Platform.

The Summative Conference is designed to be held individually so that specific feedback can be provided. It shall be recorded electronically via the GaDOE TLSD Electronic Platform or a GaDOE approved data system. A Remediation Plan shall be required if a leader earns a Level I or Level II on the LAPS Summative Assessment rating. Please note, evidence documenting performance does not have to be uploaded to the Platform.

Please note, additional resources for conducting Summative Conferences are available in the GaDOE TLSD Electronic Platform.

Part II: Student Growth- 40%

The second component of the Leader Keys Effectiveness System is Student Growth which is comprised of Student Growth Percentiles (SGP) for students of SGP Grades and Courses.

Please note, to maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE is continuing TKES/LKES flexibility for school leaders and teachers in the 2023-2024 school year. **All pre-pandemic requirements related to TKES and LKES will resume in the 2024-2025 school year.**

PART III: CCRPI School Climate Star Rating - 10%

The CCRPI School Climate Star Rating shows how well a school is fostering an atmosphere where students feel welcomed, safe, and respected. Additional information regarding the CCRPI School Climate Star Rating may be found at College and Career Ready Performance Index (gadoe.org).

The rubric below will be used to determine the rating level for this component.

Figure 5: LKES CCRPI School Climate Star Rating

Level IV	Level III	Level II	Level I
The school earned 4 or 5 Stars in the CCRPI School Climate Star Rating.	The school earned 3 Stars in the CCRPI School Climate Star Rating.	The school earned 2 Stars in the CCRPI School Climate Star Rating.	The school earned 1 Star in the CCRPI School Climate Star Rating.

Please note, the **Leader Effectiveness Measures (LEM) ratings will not be determined** this year to maximize the validity and reliability of the measures of educator performance. Therefore, the School Climate Star Rating will not be a factor for supporting and documenting leaders' performance.

PART IV: Combination of Additional Data (Achievement Gap Reduction, Beating the Odds, CCRPI Data) – 20%

This component will consist of Achievement Gap Reduction, Beating the Odds, and/or CCRPI data.

Please note, to maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE is continuing TKES/LKES flexibility for school leaders and teachers in the 2023-2024 school year. **All pre-pandemic requirements related to TKES and LKES will resume in the 2024-2025 school year.**

Part V: Leader Effectiveness Measure (LEM)

The Leader Effectiveness Measure (LEM) is the annual evaluation for principals and assistant principals.

The Leader Effectiveness Measure ratings will not be determined this year to maximize the validity and reliability of the measures of educator performance.

Summative Assessment Ratings are not required by GaDOE or GaPSC for the 2023-2024 school year. However, if districts choose to complete the LAPS, the following guidance is recommended.

The LAPS component of LKES provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure a leader's performance related to eight quality Performance Standards that are scored from 0 to 3 (summative score can range from 0-24). An overall LAPS score is calculated by adding the point values for each of the eight Performance Standards and comparing the sum (0-24) to the established ranges to determine a final rating.

Figure 6: LAPS Summative Score Ratings

Final Ratings	LAPS SUM Score Ranges
Level I	0 - 5
Level II	6 - 13
Level III	14 - 21
Level IV	22 - 24

Part VI: LKES Logistics
Positions to be Evaluated

The Leader Keys Effectiveness System is designed for use with all principals and assistant principals PreK-12 who are full-time or part-time. Assistant principals are educators who are charged with assisting the principal in coordinating and directing school activities. Principals serve as the administrative head of a school and are responsible for the coordination and direction of all school activities. A decision about the implementation plan for a leader who serves in a dual position as both a part-time leader and a part-time teacher will be made by the LEA.

A decision about the LAPS implementation for a leader who serves multiple schools will be made by the LEA. The LAPS process (Formative Assessment and Summative Performance Evaluations) may be conducted by a primary evaluator or through a collaborative model of multiple evaluators.

Part VII: GaDOE TLSD Electronic Platform

The GaDOE TLSD Electronic Platform shall provide web-based access to multiple components of the Leader Keys Effectiveness System. The GaDOE TLSD Electronic Platform will be provided to LEAs and schools; however, a school LEA may choose to use a GaDOE approved data system.

The GaDOE TLSD Electronic Platform can be accessed through the GaDOE Statewide Longitudinal Data System/Georgia Connections. The User Guide Tab provides detailed instructions for both teachers and evaluators to utilize the platform to effectively complete the LKES process.

In the platform, the following will be provided.
- LAPS Formative and Summative Evaluation ratings
- Student Growth Percentile (SGP) summary results (Not available for the 2023-2024 school year)
- Leader Effectiveness Measure (Annual Evaluation) (Not available for the 2023-2024 school year)
- Conference Tools (Pre-Conference, Mid-Year Conference, Summative Conference)
- Professional Learning Opportunities

Appendix: LAPS Performance Standards and Performance Appraisal Rubrics

Performance Standard 1: Instructional Leadership
The leader 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 school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

- Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.
- Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.
- Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.
- Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.
- Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- Provides the focus for continued learning of all members of the school community.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)	The leader consistently 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 school improvement.	The leader inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

- Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.
- Maintains a collegial environment and supports the staff through the stages of the change process.
- Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.
- Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school rules, policies, and procedures.
- Develops and/or implements best practices in school-wide behavior management that are effective within the school community.
- Communicates behavior management expectations regarding behavior to students, teachers, and parents.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

Performance Standard 3: Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

- Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes.
- Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.
- Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.
- Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.
- Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.
- Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.

Performance Standard 4: Organizational Management
The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

- Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- Identifies potential problems and deals with them in a timely, consistent, and effective manner.
- Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- Reviews fiscal records regularly to ensure accountability for all funds.
- Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- Follows federal, state, and local policies with regard to finances and school accountability and reporting.
- Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The leader inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

Performance Standard 5: Human Resources Management
The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The leader:

- Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.
- Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.
- Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly qualified personnel.
- Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.
- Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g., highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, or retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, or retains quality instructional and support personnel.

Performance Standard 6: Teacher/Staff Evaluation

The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

- Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.
- Provides support, resources, and remediation for teachers and staff to improve job performance.
- Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.
- Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation records.
- Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.
- Involves teachers and staff in designing and implementing Professional Development Plans.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)	The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, or focused on improved student learning.	The leader does not fairly evaluate school personnel or does not follow state or district guidelines. Feedback fails to be either timely, constructive, or focused on improved student learning.

Performance Standard 7: Professionalism

The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

- Models respect, understanding, sensitivity, and appreciation.
- Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.
- Maintains a professional appearance and demeanor.
- Models self-efficacy to staff.
- Maintains confidentiality and a positive and forthright attitude.
- Provides leadership in sharing ideas and information with staff and other professionals.
- Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
- Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- Evaluates the impact professional development has on the staff/school/district improvement and student achievement.
- Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- Remains current with research related to educational issues, trends, and practices.
- Maintains a high level of technical and professional knowledge.
- Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader inconsistently demonstrates professional standards, engages in continuous professional development, or makes contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, or making contributions to the profession.

Across all levels, leaders are expected to abide by the Code of Ethics.

Performance Standard 8: Communication and Community Relations

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The leader:

- Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- Provides a variety of opportunities for parent and family involvement in school activities.
- Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Level IV In addition to meeting the requirements for Level III	Level III Level III is the expected level of performance.	Level II	Level I
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.