

**U.S. Virgin Islands Coordinator Evaluation Guidebook**

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**Acknowledgments**

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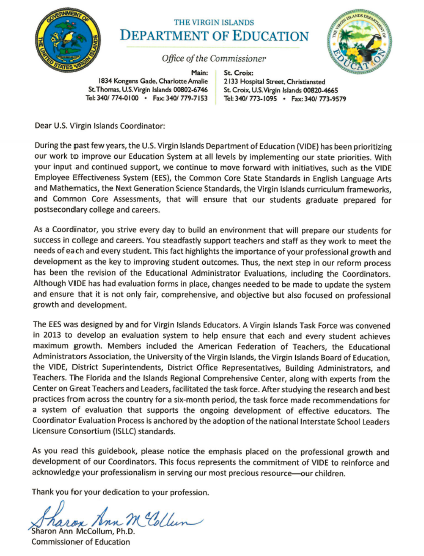
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Dear Coordinator:

We believe that our educator evaluation system must reflect our efforts to improve instruction and learning for all students as well as state and national standards for educator performance. In 2013, the U.S. Virgin Islands launched a new effort to improve the employee effectiveness system in the territory and to link that system to other human resource activities, such as professional development.

To do this work, the U.S. Virgin Islands Department of Education (VIDE) convened the Virgin Islands Teacher and Leader Effectiveness Task Force, comprised of educators from both school districts. We also collaborated with the Florida and the Islands Comprehensive Center and American Institutes for Research to develop teacher and administrator evaluation systems that were objective and complementary.

The task force determined that a new approach to educator evaluation should accomplish the following:

* Foster the continuous professional development of educators in terms of increased knowledge and skills to improve student achievement.
* Provide a framework that ensures educators have the support they need to meet the needs of district stakeholders and create fair and equitable conditions for students.
* Be fair, differentiated, equitable, and user-friendly.
* Establish and maintain a reflective dialogue between educators that recognizes strengths and weaknesses, leading to improved performance.

With these goals in mind, a subgroup of the Task Force designed a coordinator evaluation process that supports the dedication to excellence of the Virgin Islands district-level leadership. The new coordinator evaluation process reflects the design and expectations for the performance of administrators in the U.S. Virgin Islands. It has been our privilege to represent your voice in this work, which is so important to our professional growth as educators.

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| --- | --- |
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# **Introduction**

District-level leaders[[1]](#footnote-1) develop and implement policies and programs that affect school-level leadership, teaching, and learning. Although district-level leaders often do not provide direct service to students, their work builds school-level capacity and culture. Evaluation of district-level leaders supports professional growth by identifying areas of strength and improvement, however research on the evaluation of district-level leaders is more limited than research on teacher evaluation.

The U.S. Virgin Islands Department of Education (VIDE) has developed an Employee Effectiveness System (EES) to build and support effective employees to improve the quality of education and increase student performance throughout the territory. In choosing to focus on improving the performance of district-level leaders, VIDE is part of an emerging group of educators who recognize the critical role of district administrators in improving teaching and learning in every school by coaching and supporting principals, teachers, and other educators to refine their practices, administer programs and facilitate systemic change. When developing the evaluation approach, VIDE and its partners met extensively with district-level educators to ensure that the evaluation process focuses on the most important aspects of their work and provides useful performance feedback.

The *U.S.* *Virgin Islands Coordinator Evaluation Guidebook* describes the evaluation process for coordinators in the U.S. Virgin Islands. Within the context of this document, a coordinator is a district-based administrator who is employed within the Office of the Insular Superintendent, Division of Curriculum and Instruction, and whose roles and responsibilities include support to the district and its schools in areas of leadership, curriculum and instruction, subject-matter expertise, program design and management, and professional development.

The procedures in this guidebook foster collaboration, trust, and conversation about the practices of coordinators and their supervisors, the directors of curriculum and instruction, while maintaining a sense of accountability. The guidebook answers the following questions:

* How will coordinators’ practice be evaluated?
* When will the evaluation take place?
* How much time will the evaluation require?
* What are the responsibilities of the coordinators and the directors of curriculum and instruction in the evaluation process?
* What standards will be used to evaluate practice?
* What measures will be used?
* What happens after the evaluation process has been completed?

The guidebook provides coordinators, as well as the directors of curriculum and instruction, with general information about the evaluation design, implementation timelines, and responsibilities of all parties. Throughout the guidebook, the following icons call attention to important ideas or features:

|  |  |
| --- | --- |
|  | **Terminology and Business Rules:** Provides definitions of terms and procedures |
|  | **Tools You Can Use:** Points to corresponding forms or protocols |

The VIDE Division of Human Resources oversees annual implementation of the coordinator evaluation process. More information can be accessed on the [[VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html)](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html) or by contacting Human Resources at [evalquestions@sttj.vk12.vi](mailto:evalquestions@sttj.vk12.vi).

# **Focus of Coordinator Evaluation**

The U.S. Virgin Islands coordinator evaluation process measures the quality of *practice*, which is the coordinator’s daily actions or performance. The evaluation system does *not* focus on coordinators’ attitudes and knowledge, which are less observable or measurable. Similarly, the system does *not* include *outcomes or results measures*, which may encompass student learning gains or school culture improvements. An evaluation that focuses on practice provides detailed feedback to coordinators on the things that they can control in order to improve.



The coordinator performance evaluation focuses on *practice*. The Joint Committee on Standards for Educational Evaluation (2014) recommended that performance evaluations focus on practice to provide detailed feedback on things that educators can control.

The coordinator observation process is managed through TalentEd, the VIDE electronic human resources performance management system. More information on TalentEd can be found on the [[VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html)](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html) or by contacting the VIDE Division of Human Resources at [evalquestions@sttj.vk12.vi](mailto:evalquestions@sttj.vk12.vi).

# **The Standards**

Coordinators engage in many activities during the workday and school year that can be evaluated, however evaluating *all activities* that coordinators do would be impractical and not useful. The coordinator evaluation process assesses what matters most to the accomplishment of work assigned to coordinators. Specifically, the evaluation process addresses the coordinators’ continuous improvement of projects and programs, facilitation of educator supports, and contributions to district policy administration. The leadership practices related to effective school and district level administrators, including the coordinators, are defined by standards.

VIDE adopted the Interstate School Leaders Licensure Consortium Standards, 2008 (ISLLC) as the foundation of effective school leadership. A majority of U.S. states adopted the ISLLC Standards as performance expectations for school principals and other educational leaders (McCarthy, Shelton, & Murphy, 2014). The standards describe school leadership practices that are associated with positive school-level and student-level outcomes. The ISLLC Standards are as follows:

* Setting a shared vision for learning
* Developing a school culture and instructional programs
* Ensuring effective management of the organization
* Collaborating with faculty and community
* Acting with integrity and fairness and in an ethical manner
* Understanding, responding to, and influencing cultural contexts

Although the ISLLC Standards describe what school leaders should do, they are applicable to other district level leaders including coordinators.

# **The Framework**

Frameworks are the backbone of performance evaluation systems. A framework is a rubric that describes standards of practice in observable and measurable terms and articulates a performance progression or levels of performance. *The Essential Practices of Coordinators* (Coordinator Framework) is a research-based framework that focuses the coordinator evaluation on leadership practices that matter most for improving schools, teaching, and learning (Clifford, Fetters, & Yoder, 2014). The Coordinator Framework describes coordinator practices in observable and measurable terms, articulates a progression of performance levels, and reflects district and school context in the U.S. Virgin Islands. The Framework also communicates performance expectations and promotes self-reflection The Essential Practices of Coordinators are as follows:

1. **Build shared purpose.** The coordinator develops and supports a compelling, shared program or organizational vision and helps ensure the vision is lived in the daily work of educators.
2. **Focus on learning.** The coordinator engages in instructional or operational leadership to develop, maintain, or support access to rigorous and relevant instructional programs focused on academic excellence and physical and social-emotional development.
3. **Manage organizational systems.** The coordinator acts strategically to support and align organizational resources, services, processes, procedures, and routines.
4. **Lead with integrity.** The coordinator models professionalism and a commitment to personal growth by acting with integrity and making his or her learning visible.

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The Coordinator Framework aligns with the ISLLC Standards as see in Table 1. Note that the sixth ISLLC standard is represented in all of the essential practices.

Table 1.

*Alignment between the ISLLC National Principal Standards and the Essential Practices of Coordinators*

| **ISLLC Standards** | **Essential Practices of Coordinators** | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Build shared purpose** | **Focus on learning** | **Manage organizational systems** | **Lead with integrity** |
| Setting a shared vision for learning |  |  |  |  |
| Developing a school culture and instructional programs |  |  |  |  |
| Ensuring effective management of the organization |  |  |  |  |
| Collaborating with faculty and community |  |  |  |  |
| Acting with integrity and fairness and in an ethical manner |  |  |  |  |
| Understanding, responding to, and influencing cultural contexts |  |  |  |  |

When reflecting on practice or assessing performance, coordinators and directors of curriculum and instruction should refer to the *indicators* and *elements* in the Coordinator Framework for specific behaviors. Taken together, multiple elements describe performance on a given indicator, and multiple indicators combine to describe a practice. In the coordinator evaluation process, measures are aligned to elements and indicators. Directors of curriculum and instruction use the Coordinator Framework to score coordinator practices on the basis of evidence collected through specific measures and provide feedback to coordinators at the practice level.

When reading the Coordinator Framework,it is important to understand that the rubric is cumulative. This means that a higher level of performance can be attained only by displaying evidence of performance at the previous levels (Figure 1).

The Coordinator Framework, *Essential Practices of Coordinators*, can be accessed on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html) or by contacting the VIDE Division of Human Resources and the Division of Curriculum and Instruction by sending an email to [evalquestions@sttj.vk12.vi](mailto:evalquestions@sttj.vk12.vi).



Elements combine to describe the indicator.

Each Indicator describes part of the practice.

Practice is the biggest grain size.

*Figure 1.* Example of Essential Practices of Coordinators Framework Design. This figure provides a sample of the cumulative rubric.

# **Setting Expectations: The Business Rules**

Evaluation always has been an aspect of educators’ work in the U.S. Virgin Islands. The VIDE business rules outline the coordinator evaluation process. The union contract in each district includes language on coordinator evaluation commensurate with procedures outlined in this document. The coordinator evaluation process is similar in many ways to the evaluation process for principals, assistant principals and other U.S. Virgin Islands educators. The following information describes the coordinator evaluation business rules.

**Who is evaluated?** All district-level coordinators are evaluated using the U.S. Virgin Islands coordinator evaluation process. Previous performance, years of professional experience, and job assignment do not affect the use of the evaluation procedure.

**Who evaluates coordinators?** In the U.S. Virgin Islands, directors of curriculum and instruction evaluate coordinator performance. All directors of curriculum and instruction complete training in order to evaluate coordinators.

**How often are coordinators evaluated?** All coordinators are evaluated one time per year. Two formal observations, a Coordinator Portfolio (including the Coordinator Professional Growth Plan), and Coordinator Leadership Time indicated by a coordinator’s attendance in TimeForce, the VIDE time reporting system, constitute the annual evaluation process for all coordinators.

**How, if at all, is the evaluation differentiated?** All coordinators, regardless of previous performance or experience level, are evaluated the same way and according to the same set of standards.

**How will results be used?** Coordinators receive performance feedback from the directors of curriculum and instruction each year during a meeting convened at the end of the school year. Feedback is intended to document and improve performance. The coordinators also receive an evaluation score and performance rating which will be used for feedback, to inform areas of improvement, and for personnel decisions. In addition, VIDE will use performance data to think strategically about professional development programs, preparation programs, and other specific workforce issues.

**What is a PGP?** All coordinators are responsible for writing and completing a professional growth plan, otherwise known as a PGP, each year regardless of previous performance or years of experience. The PGP addresses two learning goals linked to evaluation results and school or district focus areas. Coordinators are evaluated on the degree to which the PGP has been completed and they have engaged in professional learning. A separate guidebook*, The Coordinator Portfolio Guidebook*, supports the coordinator PGP process and is available on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

**What happens if a coordinator receives an *unsatisfactory* rating?** If a coordinator receives one *unsatisfactory* rating in any practice, the coordinator and Director of Curriculum and Instruction create a plan to address performance immediately. The coordinator is responsible for enacting the plan immediately to improve performance, and the Director of Curriculum and Instruction is responsible for increasing support and monitoring the coordinator’s performance. Failure to enact the performance plan or improve performance within the required time period may negatively impact personnel decisions. This business rule is commensurate with the labor agreement and applies to coordinators as well as principals and assistant principals.

**What happens if a coordinator receives a *basic* rating?** If a coordinator receives a *basic* rating in one or more practices, the coordinator and Director of Curriculum and Instruction utilize the PGP for improvement and the Director of Curriculum and Instruction increases support and monitoring. Failure to improve performance above the *basic* level by the next end-of-year summative evaluation meeting may negatively impact personnel decisions.

**What happens if disagreements occur about evaluation results?** If coordinators disagree with evaluation results, they acknowledge receipt of results by electronically signing the required forms and discuss areas of disagreement with his or her Director of Curriculum and Instruction. Should disagreements persist, coordinators may file an appeal with VIDE Division of Human Resources and the Educational Administrators Association.

**When will the evaluation occur and how much time will the evaluation require?** The evaluation is conducted throughout each school year**.** VIDE determines the timeline for each evaluation process once the school calendar has been approved for the school year. Information will be made available through the VIDE Division of Human Resources, the Division of Curriculum and Instruction or by visiting the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

# **The Practice Measures: How Evidence is Collected**

The U.S. Virgin Islands coordinator evaluation process is evidence based because it requires directors of curriculum and instruction to use multiple measures aligned to the Coordinator Framework to gauge performance in prescribed ways. Setting these requirements establishes a fair and consistent system of evaluation for all coordinators. The use of multiple measures increases fairness and accuracy. The measures used in the coordinator evaluation process are:



Measures gather evidence of performance for evaluation purposes.

* **Observation** is a formal method of gathering evidence about performance. Each coordinator is observed formally twice a year, once each semester. One of the observations **must** be observing the coordinator providing professional development to educators. In the U.S. Virgin Islands, **professional development encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice**. The professional development observation is scored using the **Coordinator Professional Development Observation Rubric.**

The second observation can also be a professional development activity or it can be an activity related to another aspect of the coordinator’s leadership practice. The coordinator and his or her director of curriculum and instruction meet at the beginning of each school year during the Coordinator Evaluation Planning Meeting to determine the focus of this observation and identify the **two practices** to be observed. The second observation activity and practices are documented using the **Coordinator Non-Professional Development Observation Planning Form**. If the second observation is not a professional development observation, the **Coordinator Non-Professional Development Observation Scoring Form** is used to score the observation.

All observation cycle includes a pre-conference meeting, observation and a post-conference meeting. The pre-conference meeting is an opportunity for the coordinator to share information about the upcoming observation so the Director of Curriculum and Instruction understands the context of the professional development or activity. During the post-conference meeting, the Director of Curriculum and Instruction provides performance feedback and scores to the coordinator. It is an opportunity for the coordinator and Director of Curriculum and Instruction to collaboratively plan for improvement or growth. All forms and resources for the coordinator observations are found at the end of this document, in TalentEd and on the [[VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html)](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

* **Coordinator Portfolio** is a coordinator-generated documentation of performance on each standard that is evaluated annually by the directors of curriculum and instruction. The coordinator portfolio process is similar to the processes for the principal and assistant principal portfolios, however the artifacts are specifically related to the role and responsibilities of the coordinator. A total of **seven artifacts** are required and include both common artifacts (documents that are the same for all coordinators) as well as unique artifacts (documents that may be on the same topic, but are unique to each coordinator given his or her specific role and responsibilities). The artifacts that comprise the coordinator portfolio and the related coordinator essential practices and indicators are listed below. More details on the practices can be found in the *Essential Practices of Coordinators* documenton the VIDE [[VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html)](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).
  + **Common Artifacts:**
    - **Artifact 1: Professional development evaluations** provide evidence of
      * **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel
    - **Artifact 2: Coordinator Professional Growth Plan (PGP)** provides evidence of
      * **Lead with Integrity,** Indicator 4.1: Demonstrate Personal and Professional Responsibility

The PGP process is similar to the professional growth plan processes for principals and assistant principals. It includes two goals: a growth goal and a collaborative goal. Each coordinator is responsible for developing, implementing and reflecting on the PGP. The *Coordinator Portfolio Guidebook,* which can be accessed on the [[VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html)](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html),includesdetails on the coordinator PGP.

* + - **Artifact 3: Coordinator Monthly Report** provides evidence of
      * **Focus on Learning** Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs
      * **Lead with Integrity** Indicator 4.1: Demonstrate Personal and Professional Responsibility
    - **Artifact 4: Coordinator Annual Report**  provides evidence of
      * **Focus on Learning** Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs
      * **Manage Organizational Systems** Indicator 3.1: Build and Maintain Program Systems and Indicator 3.2: Lead and Develop Personnel
      * **Lead with Integrity** Indicator 4.1: Demonstrate Personal and Professional Responsibility
  + **Unique Artifacts** During the Evaluation Planning Meeting at the beginning of the school year, the coordinator and Director of Curriculum and Instruction discuss the practices and identify possible unique artifacts to collect using the *Coordinator Portfolio Planning Form* in TalentED.
    - **Artifact 5: Community Engagement** provides evidence of
      * **Manage Organizational Systems** Indicator 3.4: Mobilize Community Resources
* **Artifact 6: Program Management** provides evidence of
  + - * **Build Shared Purpose** Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives
    - **Artifact 7: Coordinator Choice**

Each coordinator, in collaboration with the Director of Curriculum and Instruction, identifies a practice, indicator and possible artifact based on self-reflection using the *Essential Practices of Coordinators*.

The portfolio is assembled throughout the school year and shared with the Director of Curriculum and Instruction near the end of the school year. Refer to the *Coordinator Portfolio Guidebook*, which can be accessed on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html), for a detailed explanation of the portfolio and PGP development. The portfolio is managed through TalentEd, VIDE’s human resources performance management system, and BriteLocker, the electronic portfolio software.

* **Coordinator Leadership Time**

Being present is an important professional behavior for all employees of the VIDE. Coordinators play a significant role in district and school leadership, therefore it is important that the coordinator is present. Coordinator Leadership Time represents 10% of the total summative evaluation score for all coordinators. Coordinator Leadership Time is determined by attendance as reported in TimeForce and is scored using the rubric in the VIDE Attendance Policy. A copy of the policy is available from the VIDE Division of Human Resources and on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

# **Evaluation Process: How and When Evaluation Occurs**

Fidelity to the evaluation process helps ensure fairness and accuracy. The five steps in the evaluation process are:

* **Step 1: Evaluation Planning.** At the Evaluation Planning Meeting at the beginning of the school year, the coordinator and the Director of Curriculum and Instruction review past performance and district plans, and the coordinator reflects on current practices using the Essential Practices of Coordinators Framework. The coordinator completes the PGP and Portfolio Planning forms in TalentEd. The Director of Curriculum and Instruction explains the evaluation process to the coordinator and sets an evaluation calendar for the school year.
* **Step 2: Evidence Gathering.** TheDirector of Curriculum and Instruction conducts the first observation of the coordinator, including the pre- and post-conferences. The coordinator begins collecting artifacts for the portfolio, including evidence of completing learning activities listed on the PGP.
* **Step 3: Mid-year Check-in.** The Director of Curriculum and Instruction convenes a Mid-year Check-in meeting with the coordinator to discuss progress on the portfolio, including the PGP. Appropriate adjustments to the portfolio and/or PGP can be made if needed. The second observation can also be scheduled at this time.
* **Step 4: Evidence Gathering.** The Director of Curriculum and Instruction conducts the second observation of the coordinator, including the pre-and post-conferences. The coordinator finalizes and submits the portfolio, including evidence of PGP completion. The coordinator and Director of Curriculum and Instruction review the portfolio together discussing how the artifacts provide evidence of coordinator practices.
* **Step 5: Summative Meeting.** The Director of Curriculum and Instruction reviews and scores all evidence in preparation for the summative meeting. The coordinator and Director meet for approximately one hour to discuss scores, ratings and goals for the next school year. The evaluation cycle then begins again at the beginning of the next school year.

# **Summative Scoring: How Scores are Determined**

The purpose of the coordinator evaluation is to promote growth and development through feedback and open discussion about current performance and career trajectory between coordinators and the directors of curriculum and instruction. Scoring performance helps promote growth in one or more practices. Table 2 displays the alignment of the measures with the essential practices. The alignment shown is with the professional development observation. If the coordinator and Director of Curriculum and Instruction decide the second observation will be focused on an activity that is not professional development, the observation will align to **two practices** identified by the coordinator and his or her director.

Table 2.

*Alignment between the Coordinator Evaluation Measures and the Essential Practices of Coordinators*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measures** | **Essential Practices of Coordinators** | | | | |
| **Build shared purpose** | **Focus on learning** | **Manage organizational resources** | **Connect with community** | **Lead with integrity** |
| **Portfolio** |  |  |  |  |  |
| **Observation** |  |  |  |  |  |
| **School Leadership Time** |  |  |  |  |  |

The U.S. Virgin Islands coordinator evaluation process uses numerical scoring to report (a) practice-level scores and (b) an overall coordinator performance score. Once the raw score is computed, the Director of Curriculum and Instruction meets with the coordinator to discuss scores, evidence and ratings Table 3 displays how the summative score is calculated.

Table 3.

*Coordinator Summative Scoring*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ESSENTIAL PRACTICES OF COORDINATORS SUMMATIVE SCORE** | | | | | |
| **Essential Practice** | **Portfolio Score** | **PD Observation Score** | **Second Observation** (limited to 2 practices ONLY) | **Measures Subscore** | **Practice Score** |
| **Build Shared Purpose** | (Score) | N/A | (Score) | (Sum of scores) | Average of scores |
| **Focus on Learning** | (Score) | (Score) | (Score) | (Sum of scores) | Average of scores |
| **Manage Organizational Systems** | (Score) | (Score) | (Score) | (Sum of scores) | Average of scores |
| **Lead with Integrity** | (Score) | N/A | (Score) | (Sum of scores) | Average of scores |
| **TOTAL PRACTICE SCORE=** Sum of 4 Practice Scores/4 | | | | | |
| **COORDINATOR LEADERSHIP TIME SCORE** | | | | | |
| The School Leadership Time score is based on the following rating scale in VIDE attendance policy.  **Attendance**   |  |  |  |  | | --- | --- | --- | --- | | **1**  **Unsatisfactory** | **2**  **Satisfactory** | **3**  **Exceeds Standards** | **4**  **Outstanding** | |  |  |  |  | | 13 or more absences | 9-12 absences | 5-8 absences | 0-4 absences | | | | | | |
| **TOTAL SUMMATIVE EVALUATION SCORE** = TOTAL PRACTICE SCORE × .90 + COORDINATOR LEADERSHIP TIME SCORE × .10 | | | | | |

The Director of Curriculum and Instruction is ultimately responsible for the coordinator evaluation process and explaining scores in ways that coordinators understand. Each coordinator is responsible for raising questions about scoring. Coordinators acknowledge their evaluation scores through an electronic signature in TalentEd. Should a coordinator feel that scores are unfair or inaccurate, he or she may file an appeal by following the procedures established by VIDE.

Table 4 displays the responsibilities of the coordinator and the Director of Curriculum and Instruction for each step of the evaluation process. Forms and resources to complete the coordinator evaluation process are found in the Appendix of this document, in TalentEd, and on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html) at <http://tle.vide.vi>.

Table 4.

*Annual Coordinator Evaluation Steps and Responsibilities*

| **Step** | **Task** | **Coordinator** | **Director of Curriculum and Instruction** | **VIDE Staff** |
| --- | --- | --- | --- | --- |
| Evaluation  Meeting | Evaluation Planning Meeting | Draft the portfolio planning form and PGP  Submits both to the Director before the Evaluation Planning Meeting  Complete Observation Planning Form  With Director | Finalize the Observation Planning Form, portfolio planning form and PGP with the coordinator  Schedule 1st observation, if possible | Finalize portfolio and PGP  Set calendar |
| Evidence Gathering | Complete 1st observation  Gather artifacts  Implement PGP | Complete pre-observation form and submits to Director before meeting  Gather artifacts  Engages in PGP learning activities | Complete 1st observation process including pre and post-conferences  Provide portfolio and PGP support to coordinator | Support portfolio process |
| Mid-year Check-In | Mid-year Check-in meeting | Discuss progress on portfolio and PGP  Adjust goals as needed with Director as needed | Discuss progress on portfolio and PGP  Adjust goals with coordinator as needed  Schedule 2nd observation | Monitor progress |
| Evidence Gathering | Create portfolio | Complete pre-observation form and submits to Director before meeting  Upload artifacts into BriteLocker  Complete PGP and uploads related documents into BriteLocker | Complete 2nd observation process including pre and post-conferences  Provide portfolio and PGP support to coordinator | Support portfolio process |
| Portfolio Review | Share portfolio and explain how artifacts reflect practice | Discuss progress  Score portfolio, including PGP | Receive results |
| End-of-year meeting | Summative Evaluation Meeting | Discuss self-reflection of performance, feedback, and scores  Collaborate with Director to plan for growth and/or improvement | Share scores and feedback  Collaborate with coordinator to plan for coordinator’s growth and/or improvement  Finalize evaluation forms in TalentEd | Prepare reports  Receive forms |

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1. In this document, we use the term *district-level leader* to include administrative officers with responsibility for the instructional program, school performance, or educator oversight. These positions typically include assistant superintendents, superintendents, directors, and coordinators. Although their work is important, business officers and building and maintenance directors typically are excluded from this category of district-level administrators. [↑](#footnote-ref-1)