Georgia’s Leader Keys™
Leader Keys℠: An evaluation process for

Building Leaders
- Principals
- Assistant Principals
- Other Leaders

District Leaders
- Assistant Superintendents
- Directors
- Other Staff
Foundational Documents

School Keys℠

GLISI Eight Leader Roles

ISLLC Standards

Standards developed by PSC, Board of Regents, Universities, GaDOE, and GLISI.

Rubrics, evidence, artifacts, process, and forms designed by Teacher and Leader Quality.
Leader Keys\textsuperscript{SM} Goals

• Assess district and school leader performance with qualitative, evidence-based rubrics.

• Increase the quantity and quality of feedback that leaders receive.

• Provide flexibility so districts can customize evaluations to meet their needs.

• Align K-12 leadership evaluations with the Leadership Performance Standards.
Ten Leader Keys<sup>SM</sup> Strands

- Curriculum
- Instruction
- Assessment
- Data Analysis
- Organizational Culture
- Professional Learning and Development
- Performance Management and Process Improvement
- Managing Operations
- Leading Change
- Relationship Development
**Curriculum** - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.

C-5: Monitor and evaluate the implementation of a standards-based curriculum.

<table>
<thead>
<tr>
<th>Continuum of Improvement</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leaders have not taken an active role in monitoring and evaluating the implementation of a standards-based curriculum.</td>
<td>Leaders have begun to take a role in monitoring and evaluating the implementation of a standards-based curriculum.</td>
<td>Leaders routinely monitor and evaluate the implementation of a standards-based curriculum.</td>
<td>Leaders systematically monitor and evaluate implementation of a standards-based curriculum through an ongoing, school/district-wide process to ensure consistency within and across classrooms, grade levels, content areas, and schools.</td>
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Leaders coach others in monitoring and evaluating the implementation of a standards-based curriculum.
## Examples of Evidence

### C-5: Monitor and evaluate the implementation of a standards-based curriculum.

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<tr>
<td>Leaders cannot explain how to monitor or evaluate a standards-based curriculum.</td>
<td>Leaders cannot explain in general terms how to monitor or evaluate a standards-based curriculum.</td>
<td>Leaders can specifically explain how to monitor a standards-based curriculum.</td>
<td>Instructional staff can specifically explain how the standards-based curriculum is monitored and evaluated.</td>
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<tr>
<td>Leaders do not use the terminology associated with standards-based curriculum and learning.</td>
<td>Leaders are beginning to use the terminology associated with standards-based curriculum and learning.</td>
<td>Leaders use the vocabulary associated with standards-based curriculum and learning.</td>
<td>Leaders use the language associated with standards-based curriculum and learning.</td>
<td></td>
</tr>
<tr>
<td>Leaders do not provide feedback to the instructional staff regarding curriculum implementation.</td>
<td>Leaders provide limited feedback to staff, but it often is not useful in improving the implementation of the curriculum.</td>
<td>Leaders provide feedback to instructional staff regarding curriculum implementation.</td>
<td>Leaders provide specific feedback and next steps to instructional staff regarding curriculum implementation.</td>
<td></td>
</tr>
</tbody>
</table>
### Examples of Data Sources

| Data Sources | Artifacts: Observation templates, observation data (results and summaries); responses to questions asked of students and teachers during observations; teacher commentary on student work and projects; unit/lesson plans; leadership team meeting agendas/minutes; professional learning plans; disaggregated data; feedback to teachers and staff regarding instructional practices. |
Leadership Performance Standards

Original 72 Leadership Performance Standards

Six to GLDR

66 to Leader Keys℠
What Participants Like:

• Provides targets with performance rubrics in a clear, standards-based language.

• Functions as a leader growth model.

• Focuses on evidence and accountability.

• Provides a strong basis for dialogue, collaboration, and feedback.

• Provides flexibility for leaders with different responsibilities and different experience levels.

• Aligned with CLASS KeysSM and School KeysSM.
Three Phases of the Leader Keys℠ Process

1. Pre-Evaluation
   - Select Appropriate Standards
   - Determine Evidence
   - Self-Assess/Reflect
   - Determine Performance Levels
   - Develop PGP

2. Evidence & Feedback
   - Supply Evidence
   - Receive Feedback
   - Make Adjustments

3. Annual Evaluation
   - Evaluate Standards Performance
   - Evaluate GLDR Performance
   - Revise PGP