

# Georgia's Leader Keys<sup>SM</sup>



# Leader Keys<sup>SM</sup>: An evaluation process for

## Building Leaders

- Principals
- Assistant Principals
- Other Leaders

## District Leaders

- Assistant Superintendents
- Directors
- Other Staff





# **Foundational Documents**



**School Keys<sup>SM</sup>**

**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<sup>SM</sup> 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

**STRAND**

**STANDARD**

**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.**

	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Continuum of Improvement</b>	Leaders have not taken an active role in monitoring and evaluating the implementation of a standards-based curriculum.	Leaders have begun to take a role in monitoring and evaluating the implementation of a standards-based curriculum.	Leaders routinely monitor and evaluate the implementation of a standards-based curriculum.	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.  Leaders coach others in monitoring and evaluating the standards-

**CONTINUUM OF IMPROVEMENT**

# Examples of Evidence

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

	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Examples of Evidence</b>	<p>Leaders cannot explain how to monitor or evaluate a standards-based curriculum.</p> <p>Leaders do not use the terminology associated with standards-based curriculum and learning.</p> <p>Leaders do not provide feedback to the instructional staff regarding curriculum implementation.</p>	<p>Leaders can explain in general terms how to monitor or evaluate a standards-based curriculum.</p> <p>Leaders are beginning to use the terminology associated with standards-based curriculum and learning.</p> <p>Leaders provide limited feedback to staff, but it often is not useful in improving the implementation of the curriculum.</p>	<p>Leaders can specifically explain how to monitor a standards-based curriculum.</p> <p>Leaders use the vocabulary associated with standards-based curriculum and learning.</p> <p>Leaders provide feedback to instructional staff regarding curriculum implementation.</p>	<p>Instructional staff can specifically explain how the standards-based curriculum is monitored and evaluated.</p> <p>Leaders use the language associated with standards-based curriculum and learning.</p> <p>Leaders provide specific feedback and next steps to instructional staff regarding curriculum implementation.</p>

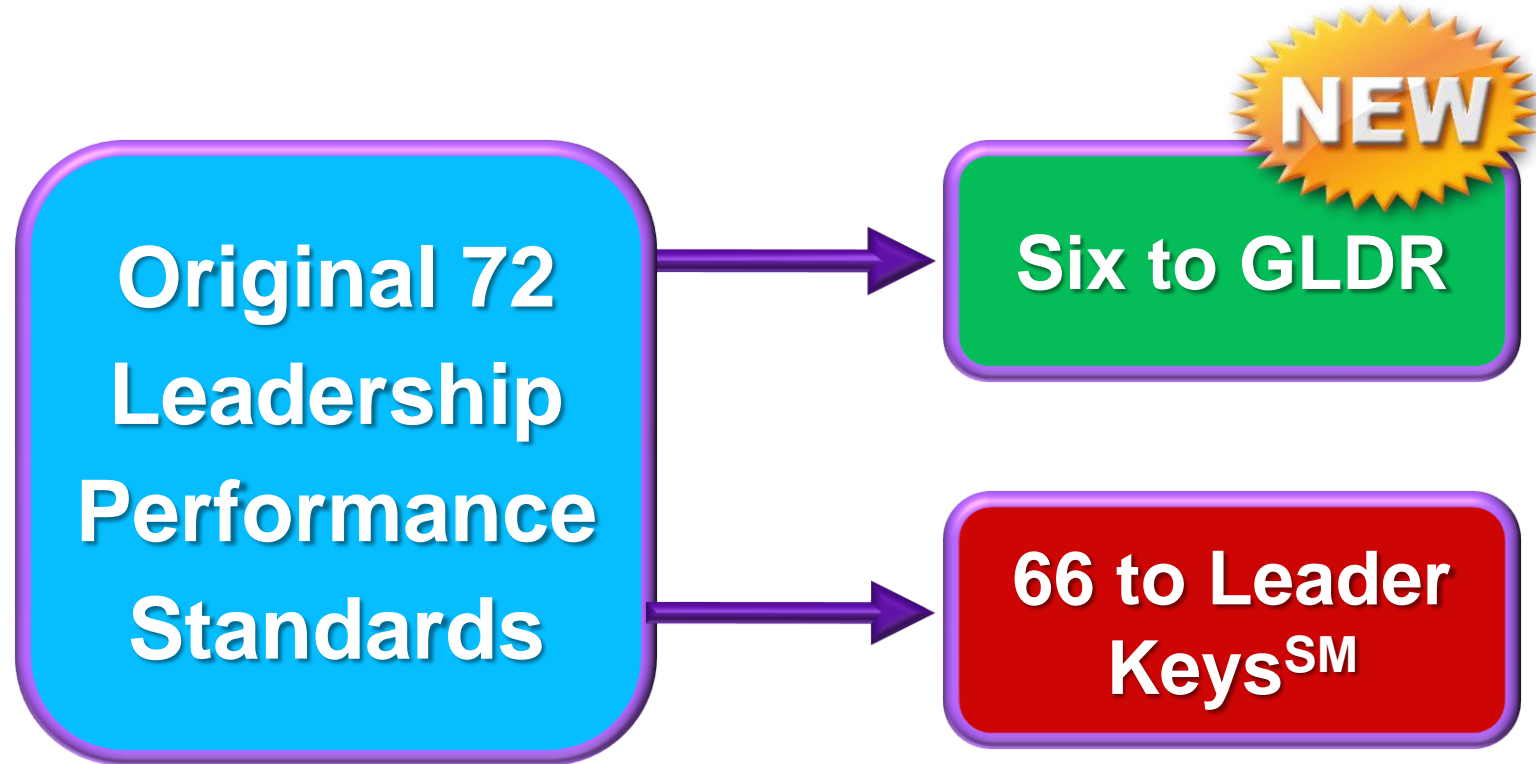
# Examples of Data Sources

## 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



# 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 Keys<sup>SM</sup> and School Keys<sup>SM</sup>.



# Three Phases of the Leader Keys<sup>SM</sup> Process

- Evaluate Standards Performance
- Evaluate GLDR Performance
- Revise PGP

