

Timelines by Category

Novice/Probationary Category Timeline*

Step 1: June-August

- Beginning Superintendents/Assistant Superintendents (Designee) and/or building- and district-leaders attend Arkansas Department of Education Evaluation LEADS training.
- Superintendent/Designee and all administrators meet for the LEADS Overview and review of materials. Leaders should ask clarifying questions to assist in their understanding of the process based on the system rubric and assessment documents.

Step 2: August-September

- Leader completes the **LEADS Evaluation Rubric (Form A, A1, or A2) for Self-Assessment**. Superintendent *may* complete the **LEADS Evaluation Superintendent Initial Assessment (Form A, A1, or A2)** to prepare for initial meeting with leader.
- Evaluator (Superintendent/Designee) meets with Assistant Principal or building- or district-leaders to review the LEADS **Rubric (Form A1 or A2)** to determine relevant standards and functions for evaluation. Superintendent/Designee may wish to approve selection of standards. Principals are evaluated on all standards and functions.
- An initial meeting is conducted between the Evaluator and leader to collaboratively complete (or review) the **Professional Growth Plan (PGP) (Form B)** based on assessment documents

Step 3: October and then ongoing throughout year

- Artifacts cited in the **Professional Growth Plan (Form B)** are collected from October and ongoing. The leader and Superintendent/Designee monitor this process.
- Optional staff survey, **Staff Survey (Form E)**, may be administered based on district procedures to set a baseline for comparison of future surveys after implementation.

Step 4: November/December

- A first formative assessment, with a follow-up conference, is completed based on a review of relevant artifacts. Superintendent/Designee completes the **LEADS Evaluation Rubric (Form A, A1, or A2) for Formative Assessment** on identified standards (i.e., 3, 5, etc.)

Step 5: January/February

- A second formative assessment, with a follow-up conference, is completed based on a review of relevant artifacts. Superintendent/Designee completes the **LEADS Rubric (Form A, A1, or A2) for Formative Assessment** on remaining standards (i.e., 1, 2, 4, 6, etc.).

Step 6: March/April

- Leader completes reflective comments through PGP and submits with artifacts prior to the summative assessment conference with the Superintendent/Designee.
- Superintendent/Designee completes the **Evaluation Rubric (Form A, A1, or A2) for Summative Assessment** based upon progress achieved on the **Professional Growth Plan (Form B)** and prior formative assessments.
- SUMMATIVE ASSESSMENT CONFERENCE**
 - A conference is conducted between the Superintendent/Designee and leader to discuss the Superintendent/Designee ratings from all LEADS related conferences and artifacts related to performance on the PGP to form the summative assessment.
 - Superintendent/Designee makes the final rating decision based on artifacts and results of formative assessment.
- The Leader in collaboration with the Superintendent/Designee develops a new **Professional Growth Plan (Form B)** or revises the existing PGP with identified priorities based on review of data.

***Novice/Probationary Category is for one to three years based on district policy.**

Timelines by Category

Inquiry Category – Summative Evaluation Year Timeline*

Step 1: June-October and then ongoing throughout year

- Artifacts cited in the **Professional Growth Plan (Form B)** are collected from June to October and ongoing. The leader and Superintendent/Designee monitor the LEADS process.

Step 2: June-August

- Beginning Superintendents/Assistant Superintendents/Designees attend Arkansas Department of Education LEADS training.
- Superintendent/Designee and all leaders meet for the LEADS overview and review of materials. Leaders should ask clarifying questions to assist in their understanding of the process based on the system rubric, LEADS documents, and data.
- Evaluator (Superintendent/Designee) meets with Assistant Principal or building- or district-leaders to review the LEADS **Rubric (Form A1 or A2)** to determine relevant standards and functions for evaluation. Superintendent/Designee may wish to approve selection of standards. Principals are evaluated on all standards and functions.

Step 3: August-October

- Leaders complete the LEADS **(Form A, A1, or A2) for Self-Assessment**. Superintendent may complete the **LEADS Initial Assessment (Form A, A1, or A2)** to prepare for initial meeting with the leader.
- Optional staff survey, **Staff Survey (Form E)**, may be administered based on district procedures to set a baseline for future surveys after implementation.
- The Superintendent/Designee and leader collaboratively review the **Professional Growth Plan (Form B)**, which was developed in the summative or interim appraisal conference the prior year, to determine progress on goals. The Self-Assessment or Superintendent Initial Assessment may be used to revisit/revise the PGP.

Step 4: November/December

A first formative assessment, with a follow-up conference, is completed based on a review of relevant artifacts. Superintendent/Designee completes the **LEADS Evaluation Rubric (Form A, A1, or A2) for Formative Assessment** on identified standards (i.e., 3, 5, etc.).

Step 5: January/February

- A second formative assessment, with a follow-up conference, is completed based on a review of relevant artifacts. Superintendent/Designee completes the **LEADS Rubric (Form A, A1, or A2) for Formative Assessment** on remaining standards (i.e., 1, 2, 4, 6, etc.).

Step 6: March/April

- The leader completes reflective comments through the PGP submitted with artifacts prior to the summative assessment meeting with the Superintendent/Designee.
- Superintendent/Designee completes the **Evaluation Rubric (Form A, A1, or A2) for Summative Assessment** based upon progress achieved on the **Professional Growth Plan (Form B)** and prior formative assessments.
- SUMMATIVE ASSESSMENT CONFERENCE**
 - A conference is conducted between the Superintendent/Designee and leader to discuss the Superintendent/Designee ratings on the summative assessment on all standards and functions.
 - Superintendent/Designee makes the final rating decision based on artifacts and results of formative assessments.
 - If a **Not Meeting Standard** rating is received in any overall standard rating, the leader *will* be moved to Intensive Support status. An IGP is developed to address the areas of need.



Arkansas Leader Excellence and Development System (LEADS)

Timelines by Category

It is recommended to document the performance with a letter. **OR**, a leader may be moved into Intensive Support status if the majority of functions in any standard are **Not Meeting Standard or Progressing**. An IGP is developed to address the areas of need. It is recommended to document the performance with a letter.

**Once every three years.*

Timelines by Category

Inquiry Category-Interim Appraisal Timeline (Non-Summative Years)*

Step 1: June-March/April

- Sources of data cited in the **Professional Growth Plan (Form B)** are collected from June till the March/April meeting. The leader and Superintendent/Designee monitor this process.

Step 2: July-August

- Beginning Superintendents and Designees attend Arkansas Department of Education Principal Evaluation LEADS training.
- Superintendent/Designee and all leaders meet for the LEADS Overview and review of materials. Leaders should ask clarifying questions to assist in their understanding of the process based on the system rubric and assessment documents.

Step 3: August-October and then ongoing throughout year

- Superintendent/Designee reviews the **Professional Growth Plan (Form B)**, which was developed in the summative conference the prior year, to determine progress on the goals.

Step 4: March/April

- The leader completes reflective comments through the PGP submitted with artifacts prior to the summative assessment conference with the Superintendent/Designee.
- The leader completes the **LEADS Rubric (Form A, A1, or A2) for Self-Assessment**.
- Superintendent/Designee and leader revise or develop a new **Professional Growth Plan (Form B)** for the next year to reflect changes based on progress toward the goals of the prior PGP during the Interim Appraisal Performance Summary meeting.

***Two years of the three year cycle of Principal Evaluation.**

Timelines by Category

Intensive Category Timeline*

* If a **Not Meeting Standard** rating is received in any overall Standard rating, the leader *will be* moved to Intensive Support status. An IGP is developed to address the areas of need. It is recommended to document the placement into Intensive Support with a letter. **OR**, a leader may be moved into Intensive Support status if the majority of functions in any Standard are **Not Meeting Standard** or **Progressing**. An IGP is developed to address the areas of need. It is recommended to document the placement into Intensive Support with a letter.

Step 1: June-August

- Artifacts cited in the **Intensive Growth Plan (IGP) (Form C)** are collected from June to October and ongoing. The leader and Superintendent/Designee monitor progress.
- Beginning Superintendents/Designees attend Arkansas Department of Education LEADS training.
- Superintendent/Designee and all leaders meet for the LEADS Overview and review of materials. Principals should ask clarifying questions to assist in their understanding of the process based on the system rubric and review of data.

Step 2: August-September

- An initial meeting is conducted between the Superintendent/Designee and leader to collaboratively complete the **Intensive Growth Plan (Form C)** based on data review.

Step 3: October and on-going

- Optional staff survey, **Staff Survey (Form E)**, is administered based on district procedures to set a baseline for future surveys after implementation.
- A first formative assessment is completed based on a review of relevant artifacts. Superintendent/Designee completes the **Evaluation Rubric (Form A, A1, or A3) for Formative Assessment**.

Step 4: November

- A second review of relevant artifacts is discussed and Superintendent/Designee in the second formative assessment.
- Superintendent/Designee completes the second **Evaluation Rubric (Form A, A1, or A3) for Formative Assessment**. Specific actions with timelines are completed by the leader as outlined.

Step 5: December

- A third review of relevant artifacts is discussed with Superintendent/Designee in the third formative assessment.
- Superintendent/Designee completes the third **Evaluation Rubric (Form A, A1, or A3) for Formative Assessment**. Specific actions with timelines are completed by the leader as outlined.

Step 6: January

- A fourth review of relevant artifacts is discussed by the leader and Superintendent/Designee in the fourth formative assessment.
- Superintendent/Designee completes the fourth **Evaluation Rubric (Form A, A1, or A3) for Formative Assessment**. Specific actions with timelines are completed by the leader as outlined.

Timelines by Category

Intensive Category Timeline* (*continued*)

Step 7: February

- A fifth review of relevant artifacts is discussed by the leader and Superintendent/Designee in the fifth formative assessment.
- Superintendent/Designee completes the fifth **Evaluation Rubric (Form A, A1, or A3) Formative Assessment**. Specific actions with timelines are completed by the leader as outlined.

Step 8: March/April

- The leader completes the *reflective comments through the PGP*, with artifacts, prior to the summative assessment conference with the Superintendent/Designee.
- Superintendent/Designee completes the **Evaluation Rubric (Form A, A1, or A3) for Summative Assessment** based upon progress achieved on the **Intensive Growth Plan (Form C)** and prior formative assessments.
- SUMMATIVE ASSESSMENT CONFERENCE
 - A conference is conducted between the Superintendent/Designee and leader to discuss the Superintendent/Designee ratings on the summative assessment.
 - Superintendent/Designee makes the final rating decision based on artifacts and results of formative assessments and the IGP.
 - A leader may remain in this category for an additional two semesters if progress on identified standards and functions are evidenced.