

Arkansas Leader Excellence and Development System Glossary

Evaluation Categories- Arkansas LEADS is divided into three categories: novice, inquiry, and intensive.

Formative Assessment Conference- a meeting between the principal/assistant principal and the evaluator to review the professional growth plan and the evaluation rubric to discuss the principal's progress. During the academic year, the principal provides data, artifacts and other relevant documentation to update the evaluator. During the conference, the PGP may be revised to make necessary mid-course corrections based on data and outcomes.

Formative Evaluation- rating of a principal's performance based on progress made according to the Professional Growth Plan; multiple formative evaluations may be conducted during the academic year and results combined to be included in the summative evaluation

Initial Assessment- the results of an initial meeting between the principal/assistant principal and evaluator to determine the standards and functions on which the principal will focus

Intensive Category- placement for principals who receive the rating of "not meeting standards" on two or more functions in Standard Two of the evaluation rubric and/or the principal who receives a "not meeting standards" and/or "progressing" on the majority of functions in any of the standards

Inquiry Category- placement for principals who consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the evaluation rubric

Functions- statements of performance for each standard which help define the work of strong school leadership. Each function has four levels of performance (see 'Levels of Performance').

Standards- broad, high-priority qualities that education leaders must address in order to promote the success of every student. AR LEADS is based on the following six standards from ISLLC (Interstate School Leaders Licensure Consortium):

1. Promoting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth
3. Ensuring effective organizational management and operations, including a safe, secure learning environment for all students;
4. Collaborating with faculty and community members, responding to the diverse needs and interests, and mobilizing resources;
5. Acting with integrity, fairness and in an ethical manner
6. Understanding, responding to, and influencing the political, social, legal and cultural contexts that impact education.

Levels of Performance- AR LEADS has defined four designations for rating principal performance: Exemplary, Proficient, Progressing, and Not Meeting Standards

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Novice Administrator– administrator with fewer than three years of administrator Experience

Novice Category-administrators who are new to the district, the principalship, or have transitioned from assistant principal to principal. Principals working under an Administrator Licensure Completion Plan (ALCP) to become fully licensed remain in the novice category until the ALCP is completed.

Probationary Administrator– administrator new to a school district

Professional Growth Plan- (PGP) – an outline of learning and activities that will result in the acquisition and application of knowledge, skills, practices, and behaviors that improve professional practice for improving student achievement

Reflective Practice- examining professional work with critical attention to improve personal practice

Self-Assessment- the process by which the principal rates himself or herself to determine appropriate areas of focus for the upcoming year

Summative Evaluation- determination of a principal or assistant principal's performance on all AR LEADS standards and functions where an overall rating results based on performance, evidence of student learning and teacher growth, and progression on the administrator's Professional Growth Plan.

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References

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