



U.S. Virgin Islands Coordinator Evaluation Guidebook

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Acknowledgments

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Dear U.S. Virgin Islands Coordinator:

During the past few years, the U.S. Virgin Islands Department of Education (VIDE) has been prioritizing our work to improve our education system at all levels by implementing our state priorities. With your input and continued support, we continue to move forward with initiatives, such as the VIDE Employee Effectiveness System (EES), the Common Core State Standards in English language arts and mathematics, the Next Generation Science Standards, the Virgin Islands curriculum frameworks, and Common Core assessments, that will ensure that our students graduate prepared for postsecondary college and careers.

As a coordinator, you strive every day to build an environment that will prepare our students for success in college and careers. You steadfastly support teachers and staff as they work to meet the needs of each and every student. This fact highlights the importance of your professional growth and development as the key to improving student outcomes. Thus, the next step in our reform process has been the revision of the educational administrator evaluations, including the coordinators. Although VIDE has had evaluation forms in place, changes needed to be made to update the system and ensure that it is not only fair, comprehensive, and objective but also focused on professional growth and development.

The EES was designed by and for Virgin Islands educators. A Virgin Islands Task Force was convened in 2013 to develop an evaluation system to help ensure that each and every student achieves maximum growth. Members included the American Federation of Teachers, the Educational Administrators Association, the University of the Virgin Islands, the Virgin Islands Board of Education, the VIDE, district superintendents, district office representatives, building administrators, and teachers. The Florida and the Islands Regional Comprehensive Center, along with experts from the Center on Great Teachers and Leaders, facilitated the task force. After studying the research and best practices from across the country for a six-month period, the task force made recommendations for a system of evaluation that supports the ongoing development of effective educators. The coordinator evaluation system is anchored by the adoption of the national Interstate School Leaders Licensure Consortium (ISLLC) standards.

As you read this guidebook, please notice the emphasis placed on the professional growth and development of our coordinators. This focus represents the commitment of VIDE to reinforce and acknowledge your professionalism in serving our most precious resource—our children.

Thank you for your dedication to your profession.

Dr. Sharon McCollum
Commissioner of Education

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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Introduction

District-level leaders¹ 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?

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.

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 at <http://tle.vide.vi> or by contacting Human Resources at 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 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 at <http://tle.vide.vi> or by contacting the VIDE Division of Human Resources at evalquestions@sttj.vk12.vi.



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 Standards

Coordinators do many things during the workday and school year that can be evaluated, however evaluating *all things* 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, Fettes, & 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 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.

The Coordinator Framework provides detailed descriptions of the practices and articulated performance progressions in observable and measurable terms. The Coordinator Framework also communicates performance expectations and promotes self-reflection. Directors of curriculum and instruction use the Coordinator Framework to score coordinator practices on the basis of evidence collected through specific measures.

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 used according to the procedures outlined in this document, the Coordinator Framework provides coordinators and directors of curriculum and instruction with detailed performance information. 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. Coordinators receive feedback on performance 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 at <http://tle.vide.vi> 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.

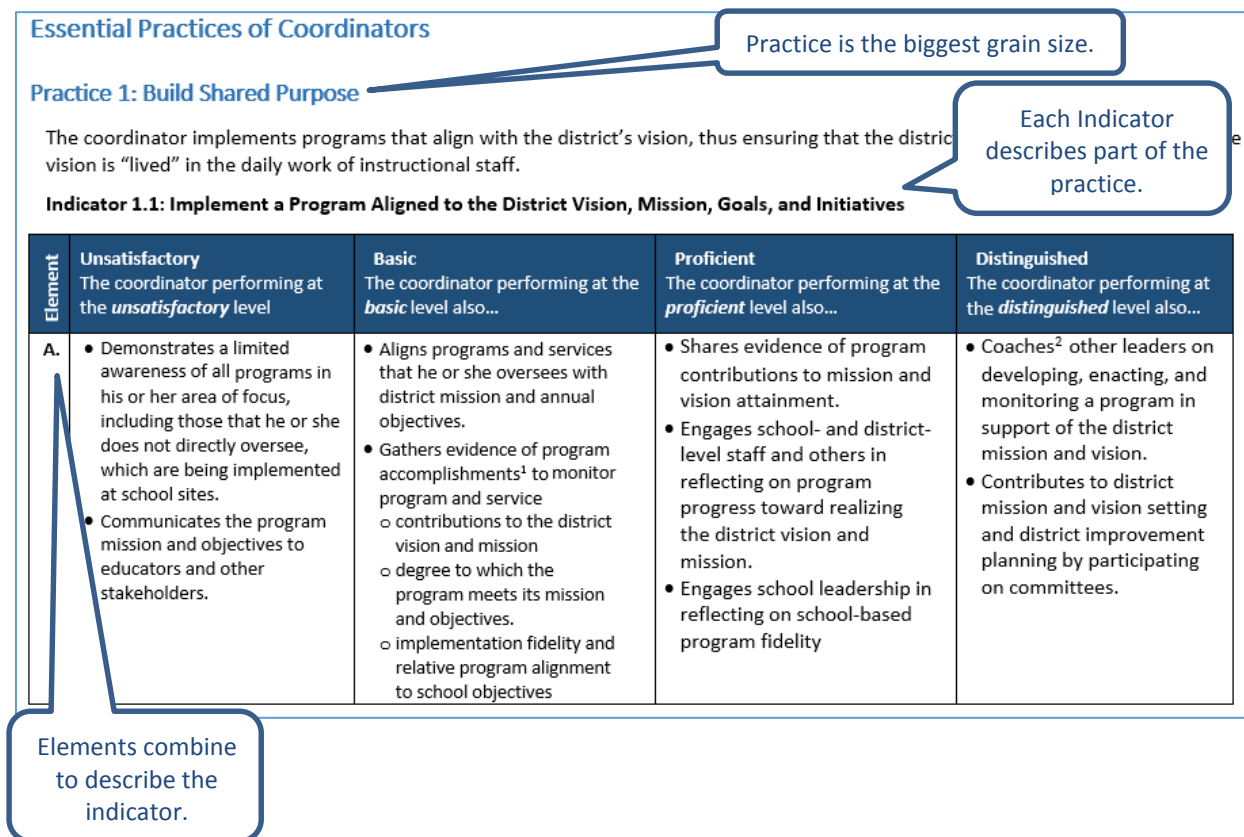


Figure 1. Example of Essential Practices of Coordinators Framework Design. This figure provides a sample of the cumulative rubric.

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 employment 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 at <http://tle.vide.vi>.

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 be grounds for termination. 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 be grounds for termination.

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 Employee Effectiveness web portal (VIDE EES) at <http://tle.vide.vi>.

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 teachers. 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 other 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 Observation Planning Form**. If the second observation is not a professional development observation, the **Coordinator Observation Scoring Form** is used to score the observation.

The 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 at <http://tle.vide.vi>.

- **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 is similar to 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* document on the VIDE EES Portal at <http://tle.vide.vi>.

- **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 is similar to the professional growth plans for principals and assistant principals. It includes two goals: a growth personal learning 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 at <http://tle.vide.vi>, includes details 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 at <http://tle.vide.vi/>, 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 at <http://tle.vide.vi/>.

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.** The Director 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 may align to the additional practices.





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, ratings and evidence. Currently, VIDE has not determined a “cut score” for each performance category. Cut scores describe the line between performance levels and are determined through careful statistical analysis. Ratings will be assigned after cut scores are determined at the end of the 2015-16 school year. 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 through the VIDE Division of Human Resources and the Educational Administrators Association.

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 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	Drafts the portfolio planning form and PGP Submits both to the Director before the Evaluation Planning Meeting Complete Observation Planning Form With Director	Finalizes the Observation Planning Form, portfolio planning form and PGP with the coordinator Schedules 1 st observation, if possible	Finalize portfolio and PGP Set calendar
Evidence Gathering	Complete 1st observation Gather artifacts Implement PGP	Completes pre-observation form and submits to Director before meeting Gathers artifacts Engages in PGP learning activities	Completes 1 st observation process including pre and post-conferences Provides portfolio and PGP support to coordinator	Support portfolio process
Mid-year Check-In	Mid-year Check-in meeting	Discusses progress on portfolio and PGP Adjust goals as needed with Director as needed	Discusses progress on portfolio and PGP Adjust goals with coordinator as needed Schedule 2 nd observation	Monitor progress

Step	Task	Coordinator	Director of Curriculum and Instruction	VIDE Staff
Evidence Gathering	Create portfolio	Completes pre-observation form and submits to Director before meeting Uploads artifacts into BriteLocker Completes PGP and uploads related documents into BriteLocker	Completes 2 nd 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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Appendix

Coordinator Observation Planning Form SY15-16

During the Evaluation Planning Meeting, the coordinator and the Director of Curriculum and Instruction discuss the two observations to be completed this school year. Each coordinator is observed formally twice a year, once each semester. One of the observations **must** be observing the coordinator providing professional development to teachers.

The other observation can also be a professional development activity or may be an activity related to another aspect of the coordinator's leadership practice. The coordinator and his or her Director of Curriculum and Instruction determine the focus of the second observation and identify the **two practices** to be observed.

The **Director of Curriculum and Instruction** completes this form **during or soon after** the Evaluation Planning Meeting, indicating the focus of the second observation.

1. What will be the focus of the second coordinator observation? Where will the observation occur? What will the coordinator be doing?

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2. What **two** essential practices will be observed? (Refer to the *Five Essential Practices of Coordinators* and write down the practices and indicators that will be observed during this observation).

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Coordinator Portfolio Planning Form SY15-16

The Coordinator Portfolio is a coordinator-generated documentation of performance on each standard that is evaluated annually by the directors of curriculum and instruction. A total of **seven artifacts** are required. The **coordinator** completes this form and submits it **prior** to the Evaluation Planning Meeting.

During the Coordinator Evaluation Planning Meeting, the coordinator and the Director of Curriculum and Instruction identify possible artifacts for Community Engagement, Program Management and one artifact, practice and indicator for the coordinator's choosing.

Artifact 1: Professional development evaluations

- **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel

Artifact 2: Coordinator Professional Growth Plan

- **Lead with Integrity**, Indicator 4.1: Demonstrate Personal and Professional Responsibility

Artifact 3: Coordinator Monthly Report

- **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

- **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

Artifact 5: Community Engagement

- **Manage Organizational Systems** Indicator 3.4: Mobilize Community Resources

List possible artifact

Artifact 6: Program Management

- **Build Shared Purpose** Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

List possible artifact

Artifact 7: Coordinator Choice

Coordinator Essential Practice:

Choose an item.

Select the Coordinator Essential Practice that will be demonstrated by the artifact.

Coordinator Essential Practice Indicator:

Choose an item.

Select Indicator related to the Coordinator Essential Practice.

Coordinator Professional Growth Plan SY15-16

Instructions

The Coordinator Professional Growth Planning (PGP) is designed to facilitate the coordinator's professional development. The coordinator uses it to set professional learning goals, as well as to track and reflect on professional learning and the impact on practice. The Director of Curriculum and Instruction uses it to review progress and score the coordinator's PGP at the conclusion of the evaluation cycle.

The coordinator completes and submits the PGP before the Evaluation Planning Meeting.

Two goals must be included in the plan:

- **Growth Personal Learning Goal:** A personal learning goal for the coordinator that addresses an area of growth or improvement informed by self-reflection using the *Five Essential Practices of Coordinators*, previous evaluation results (if available), and other available data.
- **Collaborative Learning Goal:** A team of coordinators or the coordinator and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to leadership practice and district and/or school results. The collaborative learning goal and rationale would be the same for all coordinators in the team; however, each coordinator is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

Goals should be written as **SMART** goals (specific, measurable, achievable, relevant, and time-bound).

Goal 1 – Growth Personal Learning Goal

SMART Goal

- A personal learning goal for the coordinator that addresses an area of growth or improvement informed by self-reflection using the *Five Essential Practices of Coordinators*, previous evaluation results (if available), and other available data.

Coordinator Essential Practice Addressed:

Choose an item.

Coordinator Essential Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my leadership practice?	Outcomes: How will the changed leadership practice impact district and/or school performance?	Target Completion Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

Goal 2 – Collaborative Learning Goal

SMART Goal

A team of coordinators or the coordinator and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth.

Coordinator Essential Practice Addressed:

Coordinator Essential Practice Indicator Addressed:

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my leadership practice?	Outcomes: How will the changed leadership practice impact district and/or school performance?	Target Completion Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

Coordinator Professional Growth Plan Development Rubric SY15-16

Coordinators and Directors of Curriculum and Instruction use this rubric to guide development and implementation of the PGP.

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, incomplete, or not focused on coordinator learning.	The SMART goal is specific and focuses on coordinator learning relevant to coordinator's growth.	AND the SMART goal is relevant to improving or coordinator leadership related to coordinator's growth.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs professional learning activities.
The Rationale	The rationale does not support coordinator's learning relevant to the focus of coordinator's growth.	The rationale supports coordinator's learning relevant to the focus of coordinator's growth.	AND supports improving coordinator leadership related to the focus of coordinator's growth.	AND supports improving coordinator leadership to meet school needs based on data.
The Learning Activity	The learning activity is not connected to the coordinator's growth goal.	The learning activity connects to the coordinator's growth goal.	AND could contribute to improving coordinator leadership related to the coordinator's growth goal.	AND could contribute to improving coordinator leadership to meet the school's needs as they relate to the coordinator's growth goal.
Application of Coordinator Learning	Coordinator does not indicate how the new knowledge and skills will be used.	Coordinator indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve coordinator related to the focus of coordinator's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to coordinator leadership beyond the district and/or school.
The Outcome(s)	Outcome(s) is not specified or related to coordinator learning activity.	Outcome(s) identifies what the coordinator will learn from the activity.	AND identifies how coordinator leadership will improve as a result of the activity.	AND identifies how improved coordinator leadership will result in district and/or school improvement.

Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence is specified to determine if the learning activity is completed.	AND includes how changes in coordinator leadership will be determined.	AND includes how changes in coordinator leadership that support district and/or school improvement will be determined.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the goal.	AND support successful completion of the professional learning activities.	AND support application of the learning to meet district and/or school needs so the goal can be achieved.
COLLABORATIVE LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, is incomplete, or is not focused on coordinator learning.	The SMART goal is specific and focuses on collaborative coordinator learning.	AND the SMART goal expands or adds to current effective coordinator leadership.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs coordinator learning activities.
The Rationale	The rationale does not support the coordinator's learning.	The rationale supports the individual coordinator's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify district and/or school needs.
The Learning Activity	The learning activity is not connected to the collaborative goal.	The learning activity connects to the collaborative goal.	AND contributes to expanding on current effective coordinator leadership.	AND addresses district and/or school needs.
Application of Coordinator Learning	Coordinator does not indicate how the new knowledge and skills will be used.	Coordinator indicates how and when the new knowledge and skills will be used.	AND will expand on current effective coordinator leadership.	AND will result in district and/or school improvement.
The Outcome(s)	Outcome(s) is not specified or related to coordinator learning activity.	Outcome(s) identifies what the individual coordinator will learn from the activity.	AND how current effective coordinator leadership will improve.	AND how improved coordinator leadership will result in district and/or school improvement.

Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence of the completed learning activity is specified.	AND evidence of progress toward completion is specified.	AND a plan for individual and collaborative reflection is included.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the collaborative goal.	AND sustain successful completion of the professional learning activities.	AND assist with application in the district and/or school.
PGP Implementation				
Overall Coordinator Professional Growth Plan	There is no PGP or the PGP is incomplete.	The PGP is at a basic level of development based on the PGP Rubric.	The PGP is at a proficient level of development based on the PGP Rubric.	The PGP is at a distinguished level of development based on the PGP Rubric.
Evidence	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
Coordinator Reflection	There is no reflection is vague or does not relate to coordinator's learning.	Reflection relates to the coordinator's learning.	AND addresses impact on coordinator's leadership practice.	AND addresses how the coordinator's leadership is impacting school improvement.
Engagement	The coordinator made little or no attempt to engage in professional learning.	The coordinator engaged in the professional learning activities.	AND applied professional learning to the coordinator's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.

Coordinator Pre-Observation Form SY15-16

Each coordinator is observed formally twice a year, once each semester. One of the observations **must** be observing the coordinator providing professional development to teachers. The other observation can also be observing the coordinator providing professional development **OR** it can be an activity related to another aspect of the coordinator's leadership practice. The coordinator and Director of Curriculum and Instruction determine the focus of the second observation and identify the **two practices** to be observed.

The coordinator completes this form and submits it prior to the pre-observation conference.

1. What is the context of the activity/event being observed?

2. What is the goal of the activity/event being observed?

3. What are the anticipated outcomes of the activity/event being observed?

4. How will the activity/event demonstrate coordinator leadership practice?

5. Is there anything you would like me to specifically look for?

Coordinator Professional Development Observation Rubric SY 15-16

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 U.S. Virgin Islands Department of Education coordinators agree that 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.

This rubric is used to guide and evaluate professional development provided by the coordinators.

The rubric was created from the following documents:

Learning Forward (2001). *Standards for Professional Learning: Quick Reference Guide*. Retrieved from <http://learningforward.org/docs/pdf/standardsreferenceguide.pdf>

Green Dot Public Schools. *Professional Development Rubric*. Retrieved from chrome-extension://gbkeegbaigmenfmjfcldgdpimamgkj/views/app.html

A Framework for Professional Development. Retrieved from <http://www.p12.nysed.gov/ciai/tqpd/documents/PDFrameworkPDF.pdf>

Guide to High-Quality Professional Development for Baltimore County Public Schools <http://www.bcps.org/offices/dpd/pdf/HQPD-Guide.pdf>

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
			And...	And...
Professional Development Design				

Indicator	Unsatisfactory	Basic	Proficient And...	Distinguished And...
Shared Goals	Professional development (PD) outcomes are identified or are unclear.	Outcomes are identified to address teachers' need(s) based on data, (e.g., student performance data, teacher performance data).	Are specific and relevant to teachers' day-to-day work.	Are aligned with district and/or school goals or reflect best practices.
Content	Content does not match identified need(s).	Content matches identified needs and is research-based and/or aligned with district or school focus.	Builds on teachers' existing content knowledge to improve student learning.	Is aligned with the College and Career Readiness Standards (CCS), Next Generation Science Standards or other recognized standards or guidelines.
Adult Learning Strategies	PD provides limited learning experiences that allow participants to transition from dependent to self-directing learners.	Uses the experiences of learners through discussions, simulations, problem-solving activities, case methods, peer-helping activities, etc. to transition from dependent to self-directing learners.	Tailors teaching and learning strategies according to principles of adult learning and/or participants' background, learning style, motivation, needs, interests, and goals.	Supports participants' to reflect on and critically assess their practices, and to make necessary adjustments.
Follow-up Support	Follow-up is not identified.	Identified follow-up includes a plan with actionable steps, ongoing support, and self-assessment of progress.	Includes on-site coaching and/or opportunities for virtual support.	Provides such opportunities for participants to offer demonstration lessons, analyze student work, attend progress meetings, create teaching videos, act as a peer coach and/or contribute to district wide initiatives.






Indicator	Unsatisfactory	Basic	Proficient And...	Distinguished And...
Professional Development Delivery				
Quality Teaching	PD lacks anticipatory/ warm-up activity followed by facilitated components with demonstrations and/or modeling.	PD includes facilitated components with demonstrations and/or modeling and interactive opportunities for guided and independent practice with feedback.	Includes multiple checks for understanding and bases adjustments on participant feedback.	Enhances participants', instructional skills, assessment practices, and/or provides guidance for meaningful student engagement.
Materials and Resources	PD uses limited resources.	PD includes adequate and appropriate materials, including technology, if available	Uses resources effectively to support participant learning.	Includes support to locate and access resources to support continued learning beyond the PD activity.
Effective Use of Time	Majority of time is not used for PD	Majority of time is used for PD focused on learning.	Appropriate time is allocated to each segment of PD (e.g., warm-up, presentation, guided practice) ensuring completion of activities and closure.	Smooth transitions occur with opportunities for participant sharing and/or input.

Coordinator Observation Scoring Form SY15-16

This rubric is used to score an observation that is NOT a professional development observation.

Practice 1: Build Shared Purpose






Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> • Demonstrates a limited awareness of all programs in his or her area of focus, including those that he or she does not directly oversee, which are being implemented at school sites. • Communicates the program mission and objectives to educators and other stakeholders. 	 <ul style="list-style-type: none"> • Aligns programs and services that he or she oversees with district mission and annual objectives. • Gathers evidence of program accomplishments to monitor program and service <ul style="list-style-type: none"> ○ contributions to the district vision and mission ○ degree to which the program meets its mission and objectives. ○ implementation fidelity and relative program alignment to school objectives 	 <ul style="list-style-type: none"> • Shares evidence of program contributions to mission and vision attainment. • Engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission. • Engages school leadership in reflecting on school-based program fidelity 	 <ul style="list-style-type: none"> • Coaches other leaders on developing, enacting, and monitoring a program in support of the district mission and vision. • Contributes to district mission and vision setting and district improvement planning by participating on committees. 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Practice 2: Focus on Learning






Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> • Uses VIDE's curriculum frameworks to develop a common language for discussing instructional practices with school leaders and staff for the programs that he or she oversees. • Plans for communication with staff and other stakeholders about the program(s) objectives and intended effects. • Has the knowledge of federal or other legal responsibilities associated with program implementation. 	 <ul style="list-style-type: none"> • Connects school leaders and staff with relevant research on best instructional practices pertaining to the programs that he or she oversees. • Maintains monitoring system of program implementation that engages staff in reflecting on practices. • For the programs that he or she oversees, monitors implementation of communications plan to ensure that stakeholders are well informed. • Complies with federal or other legal responsibilities associated with program implementation. 	 <ul style="list-style-type: none"> • Supports school leaders and staff by providing access to high- quality, differentiated professional development (not limited to district sessions) that addresses program priorities. • Collaborates with school leaders and staff to revise programs for improved school climate. • Identifies and adjusts programs to meet unique school contexts without loss of fidelity. • Shares program leadership responsibilities among stakeholders to build program support. 	 <ul style="list-style-type: none"> • Advocates at the district level for coordination of educator professional development to create a coherent support system. • Coaches or mentors school leaders, other district staff, or instructional personnel on effective program implementation and communications processes. 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.






Practice 3: Manage Organizational Systems

Indicator 3.1: Build and Maintain Program Systems

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> For the programs that he or she oversees, provides limited support to school leaders and staff in establishing program(s). 	 <ul style="list-style-type: none"> Establishes and maintains program timelines, organizational structure, and activities according to budget. 	 <ul style="list-style-type: none"> Evaluates the program-level resources, services, processes, and procedures to identify areas for improvement and modification. Distributes program leadership responsibilities, as appropriate, to staff in collaboration with the school leader. Coordinates program implementation with staff to maximize efficiency and support district improvement. 	 <ul style="list-style-type: none"> Leads or contributes to districtwide efforts to promote distributed leadership models and better career opportunities for teacher leaders. <p>OR</p> <ul style="list-style-type: none"> Leads or contributes to school-based efforts to promote distributed leadership models (if program is not implemented districtwide). 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>






Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Indicator 3.2: Lead and Develop Personnel

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> Limited communication to staff about the availability of professional development opportunities pertaining to programs. Identifies professional development needs. Supports staff with consistent meetings and time for substantive discussion about supports and inhibitors of student success in program-related areas. Uses districtwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news. 	 <ul style="list-style-type: none"> Aligns professional development with specific areas of focus identified by staff as high-need topic areas. Ensures that professional development opportunities pertaining to the program are well planned, to include communicating expectations, setting agendas, arranging locations, and evaluating results. Assists school and district leaders in analyzing data and identifying trends for professional growth. Builds interpersonal rapport with school leaders and staff. Works with other district leaders to engage staff or school leaders in professional learning community activities. 	 <ul style="list-style-type: none"> Monitors and supports educators in applying learning to school or classroom activities. Leads and facilitates reflective conversations with staff. Plans and implements PD based on needs identified through professional growth. Establishes and maintains professional traditions and practices in the district that engage staff in celebrating accomplishments. 	 <ul style="list-style-type: none"> Leads, contributes to, or evaluates districtwide efforts at designing and sustaining a professional development delivery system. Coaches or mentors peers in best practices for carrying out program-level responsibilities. Contributes collaboratively to the districtwide evaluation of and modification to the professional development programs in order to build professional learning communities. 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>






Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Indicator 3.3: Manage Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> Locates available fiscal, personnel, and/or material resources in a legal and equitable manner that supports the district's vision, mission, and goals as applicable. Strategically allocates his or her own time and/or other staff members' time to support staff. 	 <ul style="list-style-type: none"> Sets and monitors the program or district budget (as appropriate) or ensures that the program or district operates within established budgetary guidelines. Uses funds (as appropriate) to secure developmentally appropriate and relevant resources that will enhance the program's goals and purpose. Evaluates how his or her own time or staff members' time is being used; advocates for more effective use of time, as necessary. 	 <ul style="list-style-type: none"> Evaluates the effective, legal, and equitable use of the program's fiscal (as appropriate), personnel, and material resources. Collects and analyzes data from a variety of sources— including feedback from stakeholders—in evaluating use of program resources. Leads and works with school leaders, teacher leaders, and/or individual teachers to improve use of time. 	 <ul style="list-style-type: none"> Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of resources. Pursues funds (as appropriate) for new technologies and resources that will improve progress toward program objectives. Collaboratively develop systems of time management that can improve performance and efficiency of other district programs. 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.






Indicator 3.4: Mobilize Community Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> Assists in the creation of a plan for allocating resources to district-level programs or schools that support their interaction with community organizations and families. Attempts to develop partnerships with community organizations that provide supports to students. 	 <ul style="list-style-type: none"> Uses a variety of data sources to monitor and assess the impact of community resources in promoting student learning, solving school problems, and achieving school goals. Establishes partnerships with community organizations that provide supports to students. 	 <ul style="list-style-type: none"> Collaborates with school leaders or staff to expand the use of community resources to accomplish the district mission. Uses multiple strategies for communicating the district's needs to community organizations. Grows mutually beneficial partnerships with businesses and community-based organizations to share district, school, and community resources, such as buildings and playing fields. Collaborates with health, social, and other service organizations to connect schools with important services, as appropriate. 	 <ul style="list-style-type: none"> Advocates for the development and better use of community assets in enhancing districtwide efforts to implement effective, relevant school programs. Work collaboratively with other district leaders on effective strategies or methods for mobilizing community resources. Advocates for understanding, communication, and collaboration between nongovernmental organizations, businesses, and the district to promote equity and excellence in education. 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Practice 4: Lead with Integrity

Indicator 4.1: Mobilize Community Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> • Inconsistent adherence to district and state ethical and legal principles. • Completes the professional growth plan. • Attends professional development offered to leaders by the district. 	 <ul style="list-style-type: none"> • Engages in honest interactions based on ethical and legal principles. • Demonstrates respect for others and honors confidentiality. • Models self-reflection by evaluating one's practice and adjusting it accordingly. • Pursues professional development and training to support and lead key programs and efforts in the district. • Sets professional goals that are aligned to district needs. 	 <ul style="list-style-type: none"> • Models collective responsibility by demonstrating personal accountability for mistakes and professional learning. • Collaborates with colleagues within the district and beyond to continuously improve leadership skills. • Applies learning gained from the professional growth plan to change personal practices. • Attains professional goals that are aligned to district needs. 	 <ul style="list-style-type: none"> • Coaches or mentors other district leaders on acting ethically and with integrity. • Contributes to district efforts to improve district-level leader professional development. • Coaches or mentors other district leaders in growing as a professional to better meet district needs. 	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Coordinator Post-Observation Reflection Form SY15-16

Instructions

The post-observation conference is convened after each coordinator observation, and typically requires 30 minutes to complete. The post-observation conversation (a) encourages coordinators to reflect on the activity/event and leadership practices observed.

The **coordinator completes the Post-Observation Reflection Form** and **submits it BEFORE** the Post-observation conference meeting with the Director of Curriculum and Instruction.

Questions

1. To what degree was the activity/event typical of your practice of providing leadership? What, if anything, was not typical?

2. To what extent do you think you met your goals for this activity/event?

3. Reflecting upon this observation, what do you consider your leadership strengths?

4. Reflecting upon this observation, what do you consider your leadership growth areas, or areas for improvement?

Coordinator Mid-Year Check-In Form SY15-16

During the Mid-Year Check-In meeting, the coordinator and Director of Curriculum and Instruction discuss progress to date on the Coordinator Portfolio, completing the professional learning activities on the Professional Growth Plan (PGP), and Coordinator Leadership Time as indicated by coordinator attendance in TimeForce. Challenges are discussed along with possible solutions. It is also a good time to discuss and schedule dates for the 2nd coordinator observation, including the pre- and post-observation conferences.

The **Director of Curriculum and Instruction completes the Mid-Year Check-In Form during or after the Mid-year Check-in Meeting**, documenting any changes or adjustments to the coordinator's Portfolio and/or the PGP.

Progress on Artifact Collection

--

Progress on PGP Goals

--

Coordinator Leadership Time as indicated by the coordinator's attendance in TimeForce

--

Challenges

--

Solutions/Adjustments Needed

--

Recommended Support/Assistance

--

Other Comments

--

Coordinator Portfolio Scoring Form SY15-16

Instructions: A Coordinator Portfolio is one of the measures used to determine a coordinator's summative evaluation rating. **The Director of Curriculum and Instruction uses this form to score the Coordinator Portfolio during or soon after the Portfolio Review Meeting.**

The following scale is used to score each Essential Practice of School Leadership. Refer to the descriptions in the *Five Essential Practices of School Leadership Framework* document accessible on VIDE EES web portal at <http://tle.vide.vi>. Indicate what artifact(s) provided evidence for each practice and the rationale for the score.

Practice Scoring Scale

1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

1. Build Shared Purpose

Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

2. Focus on Learning

Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

3. Manage Organizational Systems

Indicator 3.1: Manage the Organizational Structure

Indicator 3.2: Lead and Develop Personnel

Indicator 3.3: Manage Resources

Indicator 3.4: Mobilizing Community Resources

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

4. Leadership Practice 4: Lead with Integrity

Indicator 4.1: Demonstrate Personal and Professional Responsibility

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Total Coordinator Portfolio Score

Average of 4 practice scores

Other Comments (Optional)

Coordinator Leadership Time Form SY15-16

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 coordinator is present. Coordinator Leadership Time is determined by attendance in TimeForce and is scored using the rubric in the VIDE Attendance Policy. School Leadership Time accounts for 10% of the total summative evaluation score for all coordinators.

The VIDE Attendance Policy designates four categories for employee attendance: Outstanding, Exceeds Standards, Satisfactory, and Unsatisfactory. For the purposes of evaluation, the following scale is applied:

4=Outstanding/ 3=Exceeds Standards/ 2=Satisfactory, 1= Unsatisfactory

The **Director of Curriculum and Instruction completes and submits the Coordinator Leadership Time Form** based on the coordinator's record of attendance in TimeForce **BEFORE** the coordinator's **Final Summative Evaluation** meeting.

Attendance

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 or more absences	9-12 absences	5-8 absences	0-4 absences

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Attachment #2 [Delete](#)

Attachment #3 [Delete](#)

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Coordinator Summative Evaluation Score and Rating SY 15-16

1. BUILD SHARED PURPOSE

Portfolio Score

Transferred from Portfolio Scoring Form

Observation Score

If practice was observed in second observation, then score is transferred from second observation.

Total Practice 1 Score

Average of scores

2. FOCUS ON LEARNING

Portfolio Score

Transferred from Portfolio Scoring Form

Observation Score

*Transferred from 1st observation score.
If practice was included in second observation, then the second observation score is transferred and the two observation scores are averaged.*

Total Practice 2 Score

Average of scores

3. MANAGE ORGANIZATIONAL SYSTEMS

Portfolio Score

Transferred from Portfolio Scoring Form

Observation Score

*Transferred from 1st observation score.
If practice was included in second observation, then the second observation score is transferred and the two observation scores are averaged.*

Total Practice 3 Score

Average of scores

4. LEAD WITH INTEGRITY

Portfolio Score

Transferred from Portfolio Scoring Form

Observation Score

If practice was observed in second observation, then score is transferred from second observation.

Total Practice 4 Score

Average of scores

TOTAL PRACTICE SCORE

Average of 4 practice scores

TOTAL COORDINATOR LEADERSHIP TIME

Transferred from Coordinator Leadership Time Form

TOTAL SUMMATIVE EVALUATION SCORE

$\text{TOTAL PRACTICE SCORE} \times .90 + \text{SCHOOL LEADERSHIP SCORE} \times .10$

COORDINATOR SUMMATIVE RATING SCORE

The coordinator summative rating score will be determined after VIDE sets cut scores using the 2015-16 assistant principal evaluation data.

Director's Comments:

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