

# Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

## RATIONALE & BACKGROUND

The Galion Leadership Evaluation And Development System (GOLEADS) for Educational Leaders fills a need for individuals who are licensed professionals or cabinet-level leaders who are not covered under one of the existing evaluation tools. This model was based on the existing evaluation systems in Ohio: teachers (OTES), counselors (OSCES), principals (OPES), other bargaining unit members (adaptations of OTES), and superintendents. GOLEADS was adapted from the Central Office Leadership Framework from the Washington Association of School Administrators (WASA) in Washington State. WASA's framework was used as the basis for this evaluation system because it was one of the few research-based Central Office-level systems currently in the literature. WASA's Theory of Action states that:

...if districts provide and develop effective leaders equipped to ensure a focus on quality teaching and learning, supported by system-wide improvements with data and other resources, through clear and collaborative relationships within and outside of our systems, then central office leaders will support excellent instructional leaders and ensure quality teaching with high levels of student achievement. (WASA, 2013, p. 4)

In addition, this model also borrows from the Arlington Public Schools Aligning Leadership & Instructional Growth Now (ALIGN) framework for central office leaders (Arlington Public Schools, 2017).

## References

District Office Leadership Framework for Operations Leaders, Arlington Public Schools, 2017.

Washington Association of School Administrators (WASA). (2013). Framework for Central Office Leadership: Supporting the Professional Growth of Central Office Leaders. Olympia, WA.

## INSTRUCTIONS

1. [Click here to make a copy](#) of this document for editing on your own and then share it with your evaluator.
  - a. Alternatively, you can print and hand-write into this document and bring the hard copy to the meeting with your evaluator.
2. The evaluator sets dates for the Initial Goals Meeting, the formative (mid-year) rating, and the summative (end-of-year) rating, which includes a goals review.
3. The employee and supervisor review this document during the meetings established above. The employee or supervisor can print hard copies once the data is entered onto these pages. The last phase of the summative meeting is signatures on the Final Holistic Ratings page. The supervisor must then make a single copy for the employee and place the original in the personnel file.

## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### PROFESSIONAL GROWTH GOALS

Name:	Position:	Academic Year:
Evaluator:	Supervisor (if different than evaluator):	
Date of Initial Goals Meeting:	Scheduled Date for Formative (Mid-Year) Rating:	Scheduled Date for Summative (End of Year) & Goals Review:

FOCUSED, ANNUAL GOALS (no more than three)	PROPOSED EVIDENCE OF PROGRESS OR COMPLETION (Monitoring Evidence/Data Sources)	TARGETED COMPLETION DATE
1. Aligned to District Priorities As Defined by the Superintendent (Examples: Strategic Plan, One Needs, Directional System, Continuous Improvement Plan, etc.)  •	•	•
2. Aligned to the Strategic Plan  •	•	•

## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### DOMAIN 1 - EFFECTIVE LEADERSHIP

#### Indicator 1.1 - Dynamic, Distributed, and Shared Leadership

*Leadership capacity is developed at all levels of the organization, with active modeling and engagement from administrators throughout the system. Roles and responsibilities are aligned with strategic planning documents to educate, prepare, and inspire all students to graduate and seek their full potential as lifelong learners.*

Ineffective	Developing	Skilled	Accomplished
<p>Infrequently visits schools and other departments Does not provide district direction for developing leaders' skills beyond a single event.</p> <p>Does not clearly delineate individuals' responsibilities for district improvement efforts.</p> <p>Tolerates behaviors that impede collaboration among staff.</p> <p>Does not engage and provide professional leadership development or build capacity of self and others to support district goals and priorities.</p>	<p>Occasionally visits schools and other departments but does not use strategies or protocols that contribute to improved practice.</p> <p>Minimally supports leaders in developing their individual and collective skills.</p> <p>Provides traditional job descriptions but does not deliberately align roles and responsibilities to directly support schools and improve instruction.</p> <p>Provides limited professional leadership development to build capacity of self and others to support district goals and priorities.</p>	<p>Regularly visits schools and other departments, using protocols, strategies, and other observable systems to contribute to improved instructional and leadership practices.</p> <p>Provides and engages in authentic and meaningful professional leadership development aligned with district goals and priorities.</p> <p>Identifies leaders, including teacher leaders, and provides for enhanced leadership opportunities.</p> <p>Engages in courageous and challenging conversations and decisions.</p> <p>Models behaviors that are consistent with the district's norms.</p>	<p>Is proficient and utilizes feedback from school and department visits to collaborate with leaders and staff to improve instructional and leadership practices.</p> <p>Cultivates, develops and implements systems that expand professional capacity to support student learning.</p> <p>Persistently monitors and adjusts roles and responsibilities to maximize student learning results.</p> <p>Uses a shared moral purpose to compel all staff to take concrete actions to support high-quality learning, equity, and access for each student.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
<b>FORMATIVE (MID-YEAR)</b> <ul style="list-style-type: none"> <li></li> </ul>		<b>FORMATIVE (MID-YEAR)</b> <ul style="list-style-type: none"> <li></li> </ul>	
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### Indicator 1.2 - Sustained Improvement Efforts

*District educational leaders engage in continuous improvement efforts by monitoring, assessing, celebrating, and adjusting strategies and practices at the district, department, and school levels. They focus relentlessly on the district's directional system, district goals, and district priorities.*

Ineffective	Developing	Skilled	Accomplished
Does not connect efforts to support schools, other departments, or to a systemic improvement process.	Selects some improvement strategies year to year with little planning for the future	Develops a long-range focus on implementation, monitoring, and maintenance of strategies for district/department improvement to support schools and student learning	Is proficient and sustains focus and commitment for continuous improvement over time, developing and monitoring written plans and aligning actions into the future, looking at 30 days, 60 days, 90 days, 1 year, and 3 years.
Does not expect or support the development of the school, department, or district improvement plans.	Annually reviews improvement plans but does not make necessary adjustments.	Aligns district/department improvement plans to support school needs.	Persistently and effectively uses an inquiry cycle approach to monitor and evaluate progress and needs.
Does not align department, school, and district planning efforts.	Develops improvement plans with minimal feedback.	Conducts regular improvement plan reviews and develops processes to collect and provide feedback and follow-up, making adjustments when needed.	Provides communication at all levels to reinforce the district's commitment to high levels of achievement for each student and its relentless focus on student learning.
Does not promote high expectations for student growth and achievement in school, department, and district communications.	Partially aligns school, department, and district planning efforts to support district goals and priorities.	Monitors the fidelity of implementation and evaluates the impact of improvement efforts.	Builds capacity for a growth mindset in others.
Inconsistently promotes the district's commitment to high levels of achievement for each student.		Supports the efforts of schools and individuals in improving student learning.	
		Models a growth mindset.	
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### DOMAIN 2 - Quality Instruction and Learning

#### Indicator 2.1 - Quality Classroom Instruction

*District educational leaders clearly communicate, guide, support, and monitor defined effective instructional practices at multiple levels of the organization. They promote and foster the implementation of tiered intervention systems to meet each student's instructional needs.*

Unsatisfactory	Developing	Skilled	Accomplished
Does not articulate high expectations for students and instructional and leadership practices.	Begins to provide some processes that document and articulate learning targets and expectations.	Supports equitable access to content and rigor within instructional and assessment practices.	Is proficient and serves as a resource inside and outside the district.
Lacks understanding or desire to promote vertical or horizontal alignment of both content and rigor.	Provides partial or inconsistent leadership and support to advance vertical and horizontal content alignment and rigor.	Develops and monitors systems for horizontal and vertical alignment of instructional resources and assessment practices.	Establishes and maintains a system of collaboration contributing to the effective use of formative and summative assessments district-wide.
Does not monitor for equity of access to a rigorous curriculum for each student.	Begins to acknowledge and recognize gaps in access to rigorous coursework for each student.	Supports allocating, selecting, and using research-based instructional resources and curriculum practices.	Supports and establishes an ongoing cycle of reviews and progress monitoring to support student learning specifically.
Does not support instructional resources and research-based strategies and is coordinated across the system.	Begins to manage processes and coordinate allocation and selection of instructional resources and strategies.	Develops and/or supports the implementation of formative and summative assessment practices, which results in increased student growth and achievement.	Supports the implementation of instructional resources and strategies that close achievement gaps across the district and in schools.
Does not support an aligned assessment system with formative and summative assessments reaching beyond required state assessments.	Minimally supports efforts to align formative and summative assessments district-wide.		
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### Indicator 2.3 - Provides Aligned, Ongoing, and Job-Embedded Professional Development

*District educational leaders ensure that learning needs drive professional development. Continuous practice improvement is expected, supported, and monitored through aligned, ongoing, job-embedded professional development to increase student learning and achievement.*

Ineffective	Developing	Skilled	Accomplished
<p>Does not plan content and delivery of professional development based on data and learning needs.</p> <p>Does not provide or support a clear plan for the induction and mentoring of new staff.</p> <p>Does not follow through with implementation or review of professional development.</p> <p>Does not provide coaching or job-embedded support to improve professional practice.</p>	<p>Develops professional development plans using limited or disconnected student data results or district/department or school data.</p> <p>Provides limited assistance or mentoring support to new staff.</p> <p>States expectations for changes in practice but does not monitor closely.</p> <p>Provides for intermittent follow-up to professional development activities.</p>	<p>Develops, supports, and implements short and long-term, data-driven professional development plans based on school and district needs and goals.</p> <p>Fosters structures to enable professional collaboration, inquiry, and learning.</p> <p>Provides meaningful professional development and monitors impact on practice and student learning.</p> <p>Provides ongoing assistance to new staff through job-embedded professional development and mentoring support.</p>	<p>Serves as a resource for others in and outside the district in developing and implementing authentic and meaningful professional development plans.</p> <p>Provides systemic connections that show a clear relationship between professional adult learning and improved student learning.</p> <p>Ensures structures and resources are in place to continually implement and refine professional collaboration (PLCs), inquiry, coaching, and mentoring.</p> <p>Provides processes for formal and informal coaching/mentoring opportunities so that staff are engaged in learning conversations to improve practice.</p>
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### DOMAIN 3 - SYSTEM-WIDE IMPROVEMENT

#### Indicator 3.1 - Effective Use of Data

*District educational leaders develop tools, systems, and practices to support the use of data to identify needs and drive decision-making for resource allocation and other support in the classrooms, schools, departments, and district.*

Ineffective	Developing	Skilled	Accomplished
Does not use data to identify needs and make program decisions.	Inconsistently analyzes and shares student, school, state, and/or district data.	Provides time and training for data analysis and supports program adjustments.	Is proficient and is a resource inside and outside of the district, supporting others in analyzing data to identify problems of learning, problems of instructional practice, and problems of leadership practice and implement appropriate actions with progress monitoring.
Does not engage in the use of data and data discussions.	Includes limited student, school, state, or district data in developing or supporting the development of improvement plans.  Sporadically reviews data to determine areas of concern or need.  Inconsistently uses data to allocate resources and support to schools, departments, and the district.	Provides access to relevant, manageable, and usable data.  Disaggregates state and local assessment results, along with demographic, perception, and program data, to support the development of improvement plans and make ongoing adjustments.  Analyzes multiple data points to evaluate effectiveness and assure equitable access to benefit students regardless of race, gender, and socioeconomic level.	Provides resources or services to customize/ personalize data reports.  Establishes and/or supports systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning.
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### Indicator 3.2 - Policy and Program Coherence

*District educational leaders develop, revise, and follow policies and procedures to support the alignment and coordination of services, programs, and practices, improving instruction and increasing learning for each student.*

Ineffective	Developing	Skilled	Accomplished
<p>Does not provide leadership, support, or information to update policies and procedures.</p> <p>Does not provide leadership or support to align policies and procedures with state/district requirements.</p> <p>Does not hold self and others accountable to the district's vision and policies, procedures, or district goals and priorities.</p> <p>Does not attend to federal, state, and local department and program management requirements.</p>	<p>Begins to address policies and procedures but does not follow through with revisions in a timely manner.</p> <p>Begins to monitor alignment between practice and policy in specific program areas with most federal, state, and local requirements, but connections are limited.</p> <p>Provides some effort to hold oneself and others accountable to the district's vision, policies, and procedures and to support district goals and priorities.</p> <p>Begins to coordinate and align practices in schools, departments, and the district office.</p>	<p>Provides support and leadership to align policies, procedures, and legal responses with the district's vision of high levels of learning and achievement for each student and improved instruction.</p> <p>Actively participates either as a lead or as support to review and revise board policies and procedures.</p> <p>Regularly monitors alignment of programs and practices with the district's policies, vision, and federal/state requirements.</p> <p>Actively communicates clarity, commitment, and consistency in aligning practices to support student learning.</p>	<p>Is proficient and serves as a resource to others in building systems to develop policy and program coherence.</p> <p>Implement structures to sustain the alignment of practices to support district goals and priorities, policies and procedures, and federal, state, and local program requirements, as well as support building the capacity of others to do the same.</p> <p>Implements systemic processes to ensure accountability and compliance.</p>
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### DOMAIN 4 - CLEAR AND COLLABORATIVE RELATIONSHIPS

#### Indicator 4.1 Professional Culture and Collaborative Relationships

*District educational leaders establish positive relationships with staff, students, families, and the community, characterized by respect and trust and developed through intentional structures and processes supporting data-driven and problem-solving collaboration.*

Ineffective	Developing	Skilled	Accomplished
<p>Does not foster trust, and acts of sabotage are evident.</p> <p>Disregard and ignore new ideas.</p> <p>Neglects to foster a team concept.</p> <p>Conversations focus on adult needs and clarifying minimum requirements.</p> <p>Does not expand efforts beyond the status quo.</p> <p>Fosters a climate of competition with unhealthy interactions among staff.</p>	<p>Interacts with staff members in a congenial manner.</p> <p>Responds to expectations with compliance.</p> <p>Establishes limited pockets of trust, respect, and collaboration.</p> <p>Engages in limited efforts to address divisiveness and sabotage.</p> <p>Begins to develop and support norms, structures, and processes for fostering data-driven collaboration in some settings.</p> <p>Begins to develop opportunities for the district office, school staff, and community to comment or contribute to one another's programs or schools in some settings.</p>	<p>Engages in professional relationships marked by genuine collaboration around student learning.</p> <p>Models transparency and reflective practice, freely communicating about areas of need and growth.</p> <p>Fosters competence, reliability, integrity, and caring among staff using effective strategies.</p> <p>Develops and /or supports strategies to successfully problem-solve and share the work.</p> <p>Supports norms and processes to foster data-driven collaboration.</p> <p>Supports and fosters joint accountability.</p> <p>Fosters and models attitude of assuming positive intent.</p>	<p>Is proficient and exhibits risk-taking and courage in challenging conventional thinking to advance the work in schools, departments, programs, and the district.</p> <p>Establishes and sustains effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve each student's learning.</p>
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<b>FORMATIVE (MID-YEAR)</b>		<b>FORMATIVE (MID-YEAR)</b>	
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### Indicator 4.2 Clear Understanding of School and District Roles and Responsibilities

*District educational leaders recognize and support the district office's and school staff's roles to benefit each student. They balance centralized authority and department/school autonomy to improve instruction and increase student learning.*

Ineffective	Developing	Skilled	Accomplished
<p>Does not understand roles and responsibilities for district improvement and continues past practices.</p> <p>Does not use consistent and transparent decision-making practices or processes.</p> <p>Does not engage in established district decision-making processes.</p> <p>Does not establish a balance between district and department/school autonomy.</p> <p>Does not participate in and support school, department, and district improvement planning and implementation efforts.</p>	<p>Begins to share an understanding of roles and responsibilities for improvement at school, department, and district levels.</p> <p>Partially uses district decision-making practices and processes.</p> <p>Demonstrates a limited understanding of parameters for department/school autonomy and accountability.</p> <p>Attends but does not fully engage in or support department, school, or district improvement teams.</p>	<p>Demonstrates a clear understanding of roles and responsibilities for advancing continuous student improvement.</p> <p>Implements and follows district decision-making practices and processes.</p> <p>Effectively balances district, department, and school autonomy and accountability for improving instruction and learning.</p> <p>Supports planning, improvement, and problem-solving efforts within schools, departments, and the district</p> <p>Engages in department and/or school improvement team meetings, providing feedback and ideas.</p>	<p>Is proficient and serves as a resource for others in and outside of the district.</p> <p>Systemically monitors, evaluates, and reviews district decision-making practices and processes and actively pursues potential ideas for adjustment and change.</p> <p>Creates and promotes a culture of mutual empowerment and appreciation among and between staff.</p>
<b>EMPLOYEE SELF-REFLECTION &amp; EVIDENCE</b> <b>FORMATIVE (MID-YEAR)</b> •		<b>SUPERVISOR COMMENTS, EVIDENCE, &amp; RATING</b> <b>FORMATIVE (MID-YEAR)</b> •	
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### DOMAIN 5 - Ensuring Compliance and Safety

#### Indicator 5.1 Provides for Physical, Social, Emotional, and Intellectual Safety

*District educational leaders support and promote understanding of what it means to be safe. Physical, social, emotional, and intellectual safety are critical and necessary for effective collaboration, teaching, and learning.*

Ineffective	Developing	Skilled	Accomplished
<p>Neglects considering student and staff physical, social, emotional, and intellectual safety.</p> <p>Does not support anti-bullying and anti-harassment policies or behavior plans that promote safety.</p> <p>Does not model an appreciation for the diversity of ideas and opinions.</p> <p>Does not complete required training.</p>	<p>Maintains and supports a site safety plan.</p> <p>Minor safety and sanitary concerns or problems are confronted and resolved in a timely manner.</p> <p>Demonstrates willingness to improve knowledge about security and issues relating to the physical environment.</p> <p>Provides limited social, emotional, and intellectual support to staff and students.</p> <p>Demonstrates awareness of approved policies for anti-bullying and anti-harassment and behavior plans that are in place to promote safety.</p> <p>Demonstrates acceptance of diversity of ideas and opinions.</p>	<p>Provides, supports, and implements appropriate safety plan/s that are reviewed and monitored frequently.</p> <p>Develops and revises safety plan/s in response to new threats and changing circumstances.</p> <p>Proactively monitors and adjusts safety plans in consultation with staff, students, families, and outside experts/consultants.</p> <p>Engages self and others in safety procedures and practices to maintain safety awareness and responsiveness.</p> <p>Provides processes to support the social, emotional, and intellectual safety of staff and students.</p> <p>Completes SafeSchools required training and promotes approved policies for anti-bullying and anti-harassment.</p>	<p>Is proficient and serves as a resource for others in the district or outside of the district in developing safety systems for prevention, intervention, and crisis response.</p> <p>Ensures that community members are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.</p> <p>Advocates for diversity of ideas, respecting perspectives that arise, and promoting an open exchange of ideas within creative and flexible formats.</p>
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### Indicator 5.2 Establishes and Maintains Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring

*District educational leaders create a shared/joint responsibility and provide support for upholding legal, policy, fiscal, and professional responsibilities.*

Ineffective	Developing	Skilled	Accomplished
<p>Does not demonstrate adequate knowledge of legal, policy, and fiscal responsibilities.</p> <p>Neglects to support district interests for ongoing compliance, safety professional development, and monitoring.</p>	<p>Demonstrates basic knowledge and understanding of legal, policy, regulation, grant, and fiscal responsibilities.</p> <p>Corrects practices that conflict with the law and other legal requirements.</p> <p>Provides limited professional development for staff related to compliance with laws and regulations.</p>	<p>Assumes responsibility for operating within the law and professional standards, keeping the well-being of students, staff, and others at the forefront of legal responsibilities.</p> <p>Demonstrates thorough knowledge and understanding of district policies, regulations, grants, and other compliance requirements.</p> <p>Provides input and action to revise district policies, regulations, and practices when in conflict with the law or other legal requirements.</p> <p>Provides ongoing and appropriate professional development for staff related to compliance with laws, policies, and regulations.</p> <p>Approaches problems proactively and addresses behavior outside of the law and compliance.</p>	<p>Is proficient and serves as a resource for program compliance throughout and/or outside of the district.</p> <p>Involves and engages stakeholders in the ongoing development of compliance efforts.</p>
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## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

DOMAIN 6 - Ensuring Compliance and Safety			
<b>Indicator 6.1 Strategic Allocation of Resources</b> <i>District educational leaders prioritize students' learning needs to drive a coordinated, flexible, and aligned resource allocation model.</i>			
Ineffective	Developing	Skilled	Accomplished
<p>Defers to the finance office to prepare and distribute budget allocations without input.</p> <p>Does not share or does not have an allocation model for budget and/or staffing.</p> <p>Does not align budget development with the the district directional system, district goals, and district priorities.</p> <p>Does not coordinate various budget resources with relevant departments.</p> <p>Does not make fiscal decisions to maximize resources.</p>	<p>Begins to seek input from schools and other departments regarding resource needs.</p> <p>Communicates a fixed allocation model for budget and staffing.</p> <p>Lacks clear coordination and collaboration with others to seek and acquire additional resources.</p> <p>Provides some support to schools, departments, and districts regarding the allocation of resources.</p>	<p>Regularly works with other district office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of school services.</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model.</p> <p>Consistently considers and coordinates the acquisition of additional resources for improvement efforts.</p> <p>Develops and supports strategies to help struggling students have equity and access necessary time, space, staff, tools, resources, and programs.</p>	<p>Is proficient and provides a systematic process to coordinate all resources to improve school &amp; student performance.</p> <p>Facilitates the acquisition of additional resources and partnerships to the greatest advantage in reaching academic improvement goals.</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to ensure every student receives the resources necessary to achieve high levels of learning.</p>
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<b>Indicator 6.2 Manages Human Resources (Assignment, Retention, Productivity, and Professional Development)</b> <i>District educational leaders manage staff assignment, retention, productivity, and professional development to meet legal responsibilities and support improved instruction and engagement in high-level learning for each student.</i>			
Ineffective	Developing	Skilled	Accomplished
<p>Does not adequately align the hiring, retention, and placement of staff to support student achievement and legal responsibilities.</p> <p>Does not put supporting student achievement and legal responsibilities at the forefront of human resource decisions.</p> <p>Does not make an effort to ensure quality personnel is in each position.</p> <p>Does not provide adequate opportunities for professional development to ensure staff can perform jobs effectively and in compliance with laws, district policies, and regulations.</p>	<p>Begins to align human resource decisions to meet legal responsibilities.</p> <p>Begins to use skills and knowledge required to recruit and retain highly qualified individuals.</p> <p>Minimally addresses performance and discipline issues.</p> <p>Completes staff evaluations</p> <p>Develops limited professional development plans with partial alignment to district strategies and priorities.</p> <p>Provides limited professional development that leads to minor improvements in staff practice based on exit tickets or other data.</p>	<p>Holds high expectations for staff and supports their professional growth.</p> <p>Engages staff in the evaluation process cycle and completes evaluations on time.</p> <p>Follows through with appropriate plans for improvement, probation, and termination when necessary.</p> <p>Develops short and long-term professional development plans based on specific learning needs and aligned with district strategies and priorities.</p> <p>Provides professional development offerings that lead to improved instructional and leadership practices</p> <p>Evaluate the effectiveness of professional development using tools such as exit tickets, blogs, or other feedback protocols.</p>	<p>Is proficient and serves as a resource in and/or outside of the district for increasing staff productivity and providing authentic and meaningful professional development.</p> <p>Establishes systems to attract and retain outstanding and diverse talent.</p> <p>Develops methods and strategies for systemic evaluation of the effectiveness of professional development to impact student growth and achievement.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
<b>FORMATIVE (MID-YEAR)</b> <div>•</div>		<b>FORMATIVE (MID-YEAR)</b> <div>•</div>	
<b>SUMMATIVE (END-OF-YEAR)</b> <div>•</div>		<b>SUMMATIVE (END-OF-YEAR)</b> <div>•</div>	

## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### DOMAIN 7 - Engaging the Community and External Environment

#### Indicator 7.1 Communicate with External Stakeholders to Promote Understanding of District Needs in Support of Improved Instruction and Increased Learning for Each Student

*District educational leaders engage families and community partners in district efforts to improve instruction and increase each student's learning. They coordinate with local, state, and federal officials to protect students' interests in the district. District educational leaders manage and minimize external pressures that distract from the core work of instruction and learning.*

Ineffective	Developing	Skilled	Accomplished
<p>Makes little effort to know and communicate with the community and its citizens.</p> <p>Does not engage with local, state, and federal officials to protect the interests of students.</p> <p>Unaware of external factors and has no network of community contacts.</p> <p>Does not recognize conflict when apparent and does not view his/her role and responsibility to assist in resolving it.</p> <p>Does not recognize the need to engage key communicators or possess the skills to assist in engaging them.</p>	<p>Began to interact with some community members and attend some community activities.</p> <p>Limited engagement with local, state, and/or federal officials.</p> <p>Provides minimal assistance in conflict resolution within the school community.</p> <p>Provides limited support to schools and families in addressing behaviors that contribute to student learning and achievement.</p> <p>Begins to solicit external partners in efforts to support raising student achievement.</p>	<p>Knowledge of federal and state policies and regulations is used to leverage support for improvement efforts. Implements positive conflict resolution techniques to diffuse situations.</p> <p>Keeps internal and external distractions at a minimum. Fosters partnerships with families and the community to close achievement gaps and increase learning and achievement.</p> <p>Engages in positive, mutually beneficial contacts with local, state, and federal agencies and other civic and educational organizations to promote the district directional system, district goals, and district priorities.</p>	<p>Is proficient and actively advances and advocates the district directional system, district goals, and district priorities to meet student growth and achievement targets regularly.</p> <p>Proactively identifies and eliminates barriers to improving learning equity and access.</p> <p>Successfully motivates external partners to support the district's directional system, goals, and priorities.</p> <p>Develops and engages in strategies to influence state and federal policy and decisions.</p>
<b>EMPLOYEE SELF-REFLECTION &amp; EVIDENCE</b> <b>FORMATIVE (MID-YEAR)</b> •		<b>SUPERVISOR COMMENTS, EVIDENCE, &amp; RATING</b> <b>FORMATIVE (MID-YEAR)</b> •	
<b>SUMMATIVE (END-OF-YEAR)</b> •		<b>SUMMATIVE (END-OF-YEAR)</b> •	

## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

Indicator 7.2 Partner with District and Community Stakeholders			
District educational leaders view families and the community as essential partners and encourage them to engage in district efforts to improve instruction and increase student learning.			
Ineffective	Developing	Skilled	Accomplished
Demonstrates little effort to engage the community in district activities.	Begins to encourage and support involvement between the district and community in some areas.	Actively encourages and supports ongoing engagement of stakeholders in schools and district efforts.	Is proficient and consistently demonstrates leadership in building capacity in the district and community to initiate new forms of community involvement.
Does not share district, department, and school goals with others and the community.	Shares goals with limited outreach to schools, other departments, and the community.	Develops and implements effective plans for engaging stakeholders in decision-making.	Is recognized within and outside the district for developing and implementing community engagement programs.
Does not identify, partner, or utilize district and community resources to advance the district directional system, district goals, and district priorities.	Identifies and utilizes district and community talent and resources to advance the district directional system, district goals, and district priorities.	Identifies and utilizes community resources to advance the district directional system, district goals, and district priorities.	Programs are held as a model for others to adopt and follow.
	Minimal support for community involvement in decision-making processes and engagement activities	Actively monitors district and community involvement, making adjustments to create new opportunities.	
		Engages with community organizations and/or agencies to support improved instruction and increased student learning.	
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR)		FORMATIVE (MID-YEAR)	
•		•	
SUMMATIVE (END-OF-YEAR)		SUMMATIVE (END-OF-YEAR)	
•		•	



## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### DOMAIN 8 - Closing the Achievement Gaps and Removing Barriers

#### Indicator 8.1 Focuses on Student Learning

*District educational leaders develop and sustain a commitment to the district directional system, district goals, and district priorities. They also provide leadership and support to eliminate achievement gaps and barriers, resulting in high levels of achievement for each student.*

Ineffective	Developing	Skilled	Accomplished
<p>Limited communication of the district directional system, district goals, and district priorities.</p> <p>Is not aware of student achievement data.</p> <p>Focuses only on operations and management items during meetings.</p> <p>Does not connect work and professional/ department goals with student learning and achievement.</p>	<p>Begins to articulate an understanding of the district directional system, district goals, and district priorities so that staff and the community are familiar.</p> <p>Begins to assist district and school staff with examining disaggregated achievement data to identify gaps.</p> <p>Begins to highlight student learning as the focus in meetings and presentations.</p> <p>Begins to connect professional/departmental goals, professional development, and agenda items to student learning and achievement.</p>	<p>Provides intentional communication to staff and community to build a shared understanding and commitment to the district's directional system, goals, and priorities.</p> <p>Supports the engagement of staff and community in ongoing opportunities to understand data, identify achievement gaps, and align efforts to improve.</p> <p>Fosters commitment to high levels of learning for each student.</p> <p>Maintains focus on professional development of student learning and achievement.</p> <p>Demonstrates leadership moves that engage staff in conversations about achievement gaps, leading to viable solutions.</p>	<p>Is proficient and promotes the district's directional system, goals, and priorities across the system so the stakeholders' actions and words reflect them.</p> <p>Supports each system level in establishing goals aligned to the non-negotiable performance targets.</p> <p>Integrates effective strategies and practices in meetings to serve as a model of quality instruction for adult learners.</p> <p>Takes action that results in measurable improved practices, student learning, and closing the achievement gap stemming from a commitment to high levels of learning.</p>
<b>EMPLOYEE SELF-REFLECTION &amp; EVIDENCE</b>		<b>SUPERVISOR COMMENTS, EVIDENCE, &amp; RATING</b>	
<b>FORMATIVE (MID-YEAR)</b>		<b>FORMATIVE (MID-YEAR)</b>	
•		•	
<b>SUMMATIVE (END-OF-YEAR)</b>		<b>SUMMATIVE (END-OF-YEAR)</b>	
•		•	

## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### Indicator 8.2 Demonstrates Commitment and Identifies Strategies/Solutions to Close Achievement Gaps and Overcome Systemic Barriers

*District educational leaders develop and sustain a commitment to high levels of achievement for each student. They identify strategies/solutions to address learning/opportunity gaps and build the staff's capacity to be culturally competent. They engage in socially just practices.*

Ineffective	Developing	Skilled	Accomplished
<p>Does not acknowledge the responsibility to address barriers to learning.</p> <p>Unaware of achievement gaps and systemic barriers that exist in schools/district.</p> <p>Unaware of how traditional practices have played a role in perpetuating failures to improve.</p> <p>Lacks consideration of subpopulations when developing programs, plans, or strategies.</p> <p>Does not have a plan to address or support schools in closing gaps.</p> <p>Does not model or build the capacity of self and others to be culturally competent and engage in socially just practices.</p>	<p>Demonstrates emerging awareness of achievement gaps and specific barriers.</p> <p>Demonstrates limited responsibility and historical perspective of ineffective practices perpetuating failures.</p> <p>Makes limited attempts to overcome systemic barriers to success.</p> <p>Begins to use research-based methodologies and supports schools to overcome systemic barriers.</p> <p>Begins to demonstrate support for implementing culturally competent and socially just practices.</p>	<p>Provides accessibility to multiple data sources to schools, department staff, other district staff and relevant stakeholders.</p> <p>Identifies and demonstrates knowledge and understanding of specific achievement gaps and systemic barriers in schools, departments, and the district.</p> <p>Identifies, implements, and monitors programs, strategies/solutions to close achievement gaps and overcome barriers.</p> <p>Engages in continuous progress monitoring to address systemic barriers.</p> <p>Models and supports implementing culturally competent and socially just practices throughout the district.</p>	<p>Is proficient and is valued as a resource inside and outside the district for identifying strategies and supports for overcoming systemic barriers and closing achievement gaps.</p> <p>Demonstrates extensive knowledge and understanding of the nature of the gaps that exist and systemic barriers facing the schools and districts.</p> <p>Actively advances the capacity of staff to be culturally competent and socially just.</p> <p>Uses innovation and leadership to stimulate effective responses to systemic barriers.</p> <p>Systematically challenges the status quo by leading change based on data, resulting in improved student achievement.</p>
<b>EMPLOYEE SELF-REFLECTION &amp; EVIDENCE</b>		<b>SUPERVISOR COMMENTS, EVIDENCE, &amp; RATING</b>	
<b>FORMATIVE (MID-YEAR)</b> <ul style="list-style-type: none"> <li></li> </ul>		<b>FORMATIVE (MID-YEAR)</b> <ul style="list-style-type: none"> <li></li> </ul>	
<b>SUMMATIVE (END-OF-YEAR)</b> <ul style="list-style-type: none"> <li></li> </ul>		<b>SUMMATIVE (END-OF-YEAR)</b> <ul style="list-style-type: none"> <li></li> </ul>	

Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

PROFESSIONAL GROWTH PLAN PERFORMANCE		
Name:	Position:	Academic Year:
Evaluator:	Supervisor (if different than evaluator):	
Date of Initial Goals Meeting:	Actual Date of Formative (Mid-Year) Rating:	Actual Date of Summative (End of Year) & Goals Review:
FOCUSED, ANNUAL GOALS (no more than three)	EVIDENCE OF PROGRESS OR COMPLETION (Monitoring Evidence/Data Sources)	COMPLETION STATUS
1. Aligned to District Priorities As Defined by the Superintendent (Examples: Strategic Plan, One Needs, Directional System, Continuous Improvement Plan, etc.)  •	•	•
2. Aligned to the Strategic Plan  •	•	•

## Galion Leadership Evaluation And Development System for (GOLEADS) Educational Leaders

### FINAL HOLISTIC RATINGS

Name:		Position		Academic Year	
Evaluator:		Supervisor (if different than evaluator):			

  

<b>Domain 1</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 2</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 3</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 4</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 5</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 6</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 7</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished
<b>Domain 8</b>	<b>Formative (mid-year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	<b>Summative (end of year) Overall Rating</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished

  

Formative Suggestions/Commendations from the Supervisor: <div style="text-align: center;">•</div>	Summative Suggestions/Commendations from the Supervisor: <div style="text-align: center;">•</div>
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**To the employee:** My signature below signifies that I have had an opportunity to meet with and review my evaluation.  
It does not indicate agreement or disagreement with the above ratings.

Printed Name of Employee	Signature of Employee	Date
Printed Name of Evaluator	Signature of Evaluator	Date