

## Galion Leadership Evaluation And Development System (GOLEADS)

### RATIONALE & BACKGROUND

The Galion Leadership and Development System (GOLEADS) fills a need for individuals who are not already covered by an existing state evaluation system (OTES, OSCES, OPES), bargaining unit system, or executive system. The Central Office Leadership Framework from the Washington Association of School Administrators (WASA) in Washington State provided the basis for GOLEADS. 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 review of goals.
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 final phase of the summative meeting involves signing the Final Holistic Ratings page. The supervisor must then make a single copy for the employee and place the original in the personnel file.

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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
<ul style="list-style-type: none"><li>Aligned to District Priorities As Defined by the Superintendent (Examples: Strategic Plan, One Needs, Directional System, Continuous Improvement Plan, etc.)</li><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>
<ul style="list-style-type: none"><li>Aligned to the Strategic Plan</li><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>

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## RATING DOMAINS

### DOMAIN 1 - EFFECTIVE LEADERSHIP

- *Central office employees develop and sustain a commitment to the district's values, vision, and goals for high achievement for all students.*
- *Central office employees develop leadership at all levels of the organization, with active modeling and engagement from throughout the system. Roles and responsibilities are aligned with the district's goals to ensure student achievement.*
- *Central office employees relentlessly focus on the district's values, vision, and goals. They monitor, assess, celebrate, and adjust for continuous improvement at the district, department, and school levels.*

Formative Self  
Assessment  
Rating

Formative  
Supervisor  
Rating

Summative  
Self  
Assessment  
Rating

Summative  
Supervisor  
Rating

- **E - Exceeds expectations:** consistently delivers exceptional results and is a model for others to follow.
- **M - Meets expectations:** consistently meets expectations in all areas.

- **T - Training recommended:** meets expectations in most areas but needs proficiency training.
- **NA - Not applicable:** this does not apply to the current job responsibilities as defined.

a. Thinks strategically and displays sound judgment.

b. Assumes positive intent.

c. Is adaptable to changing situations.

d. Provides courageous leadership when working with staff.

e. Anticipates problems and develops alternative plans.

f. Models both a growth and "can do" mindset over a fixed mindset and "can't because."

g. Relates well with others and demonstrates trust, integrity, and fairness in actions and decisions.

h. Pursues continuous professional preparation to build leadership capacity and competencies and leads a culture of continuous improvement.

i. Models and assists in developing shared commitment to district vision and improvement efforts, student learning, and instructional priorities.

j. Implements district strategic plan and understands the interconnectedness of plan components.

k. Demonstrates a sense of urgency in achieving a shared vision.

### Employee Comments:

- 

### Supervisor Comments:

-

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<b>DOMAIN 2 - ENSURING COMPLIANCE AND SAFETY</b> <ul style="list-style-type: none"> <li><i>Central office employees support and promote understanding of what it means to be safe. Physical, social, emotional, and intellectual safety are essential for effective collaboration, work, and learning.</i></li> <li><i>Central office employees share a responsibility for compliance and a commitment to ongoing professional development among staff. Support is provided to uphold legal, policy, fiscal, and professional responsibilities.</i></li> </ul>	Formative Self Assessment Rating	Formative Supervisor Rating	Summative Self Assessment Rating	Summative Supervisor Rating
<ul style="list-style-type: none"> <li><b>E - Exceeds expectations:</b> consistently delivers exceptional results and is a model for others to follow.</li> <li><b>M - Meets expectations:</b> consistently meets expectations in all areas.</li> </ul>	<ul style="list-style-type: none"> <li><b>T - Training recommended:</b> meets expectations in most areas but needs proficiency training.</li> <li><b>NA - Not applicable:</b> this does not apply to the current job responsibilities as defined.</li> </ul>			
a. Completes required training and promotes approved policies for anti-bullying and anti-harassment.				
b. Models acceptance and appreciation for a range of different ideas and opinions.				
c. Clear and concise in written and oral communication.				
d. Assumes responsibility for operating within the law and professional standards.				
e. Demonstrates deep and thorough knowledge and understanding of district policies, grant requirements (as needed), and collective bargaining agreements.				
f. Understands systems, policies, and procedures to guide actions and decisions.				
g. Keeps the well-being of students, staff, and others at the forefront of legal and compliance responsibilities.				
h. Tolerates no behavior outside the law and professional standards, and approaches problems proactively.				
<b>Employee Comments:</b> <ul style="list-style-type: none"> <li></li> </ul>				
<b>Supervisor Comments:</b> <ul style="list-style-type: none"> <li></li> </ul>				

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<b>DOMAIN 3 - SYSTEM-WIDE IMPROVEMENT</b> <ul style="list-style-type: none"> <li>Central office employees support the continuous improvement of practice through ongoing, job-embedded professional development.</li> <li>Central office employees allow students' learning needs to drive a coordinated, flexible, and aligned resource allocation model.</li> <li>Central office employees ensure that policies and procedures enable all students to achieve high levels of learning. Programs and practices are coordinated and aligned with this goal.</li> </ul>	Formative Self Assessment Rating	Formative Supervisor Rating	Summative Self Assessment Rating	Summative Supervisor Rating
<ul style="list-style-type: none"> <li><b>E - Exceeds expectations:</b> consistently delivers exceptional results and is a model for others to follow.</li> <li><b>M - Meets expectations:</b> consistently meets expectations in all areas.</li> </ul>	<ul style="list-style-type: none"> <li><b>T - Training recommended:</b> meets expectations in most areas but needs proficiency training.</li> <li><b>NA - Not applicable:</b> this does not apply to the current job responsibilities as defined.</li> </ul>			
a. Performs the job description as assigned.				
b. Technically competent; able to perform the technical job skills needed for the position.				
c. Delivers on the most critical elements of the job description.				
d. Demonstrates appropriate knowledge and expertise in assigned areas of responsibility.				
e. Able to grasp complex concepts.				
f. Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings.				
g. Consistently aligns policies, procedures, and legal responses to the district's vision of high levels of achievement for all.				
h. Actively contributes to the annual review and revision of board policies.				
i. Intentionally and frequently communicates clarity, commitment, and consistency in identified district practices across schools.				
<b>Employee Comments:</b> <ul style="list-style-type: none"> <li></li> </ul>				
<b>Supervisor Comments:</b> <ul style="list-style-type: none"> <li></li> </ul>				

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DOMAIN 4 - CLEAR AND COLLABORATIVE RELATIONSHIPS		Formative Self Assessment Rating	Formative Supervisor Rating	Summative Self Assessment Rating	Summative Supervisor Rating
<ul style="list-style-type: none"> <li>Central office employees ensure that relationships with stakeholders at all levels are characterized by trust and developed through intentional structures and processes that support data-driven collaboration.</li> <li>Central office employees recognize and understand the mutually reinforcing roles of the central office and school staff in benefiting all students. They balance centralized authority with departmental and school autonomy to advance continuous improvement.</li> <li>Central office employees ensure that families and community partners are engaged in district efforts for improvement. Coordination takes place with local, state, and federal officials to protect the interests of children in the district. External pressures that distract from the core work of teaching and learning are managed and minimized.</li> </ul>					
<ul style="list-style-type: none"> <li><b>E - Exceeds expectations:</b> consistently delivers exceptional results and is a model for others to follow.</li> <li><b>M - Meets expectations:</b> consistently meets expectations in all areas.</li> </ul>		<ul style="list-style-type: none"> <li><b>T - Training recommended:</b> meets expectations in most areas but needs proficiency training.</li> <li><b>NA - Not applicable:</b> this does not apply to the current job responsibilities as defined.</li> </ul>			
a.	Recognizes, celebrates, develops, and builds on good professional performance and staff capabilities.				
b.	Motivates, challenges, allows mistakes, facilitates learning, and continually develops staff.				
c.	Encourages honesty, integrity, and candor among staff and colleagues.				
d.	Sets and enforces high standards for assigned staff.				
e.	Delegates an appropriate level of work and authority.				
f.	Accepts responsibility for decisions or actions of staff.				
g.	Establishes professional relationships marked by genuine collaboration around an improved student experience.				
h.	Freely communicates about successes and concerns.				
i.	Fosters a high degree of competence, reliability, integrity, openness, and caring among staff.				
j.	Takes steps to expand efforts beyond the status quo.				
k.	Fosters trust and addresses acts of sabotage.				
l.	Develops strategies for central office and school-based staff to problem-solve and successfully share the work of reform.				
m.	Knowledge of federal and state policies and regulations is leveraged to support the district and school improvement efforts.				
n.	Implements positive conflict resolution techniques to diffuse situations.				
<b>Employee Comments:</b> <ul style="list-style-type: none"> <li></li> </ul>					
<b>Supervisor Comments:</b> <ul style="list-style-type: none"> <li></li> </ul>					

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PROFESSIONAL GOAL 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
<ul style="list-style-type: none"><li>Aligned to District Priorities As Defined by the Superintendent (Examples: Strategic Plan, One Needs, Directional System, Continuous Improvement Plan, etc.)</li><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>
<ul style="list-style-type: none"><li>Aligned to the Strategic Plan</li><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>

## Galion Leadership Evaluation And Development System (GOLEADS)

### FINAL HOLISTIC RATINGS

Name:		Position		Academic Year		
Evaluator:		Supervisor (if different than evaluator):				
<b>Domain 1</b>	<b>Formative (mid-year) Overall Rating</b>			<b>Summative (end of year) Overall Rating</b>		
	<input type="checkbox"/> NA	<input type="checkbox"/> Training	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds	<input type="checkbox"/> NA	<input type="checkbox"/> Training
<b>Domain 2</b>	<b>Formative (mid-year) Overall Rating</b>			<b>Summative (end of year) Overall Rating</b>		
	<input type="checkbox"/> NA	<input type="checkbox"/> Training	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds	<input type="checkbox"/> NA	<input type="checkbox"/> Training
<b>Domain 3</b>	<b>Formative (mid-year) Overall Rating</b>			<b>Summative (end of year) Overall Rating</b>		
	<input type="checkbox"/> NA	<input type="checkbox"/> Training	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds	<input type="checkbox"/> NA	<input type="checkbox"/> Training
<b>Domain 4</b>	<b>Formative (mid-year) Overall Rating</b>			<b>Summative (end of year) Overall Rating</b>		
	<input type="checkbox"/> NA	<input type="checkbox"/> Training	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds	<input type="checkbox"/> NA	<input type="checkbox"/> Training
Formative Suggestions/Commendations from the Supervisor: •				Summative Suggestions/Commendations from the Supervisor: •		
<b>To the employee:</b> 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		
Printed Name of Evaluator				Signature of Evaluator		
				Date		
				Date		