

**U.S. Virgin Islands Coordinator Evaluation Guidebook**

**2018 – 2019**

**Acknowledgments**

The *U.S. Virgin Islands* *Coordinator Evaluation Guidebook* was written by Matthew Clifford and Dana Chambers of American Institutes for Research (AIR), through a contract with the Florida and the Islands Comprehensive Center at ETS, and adapted by staff of the Florida and the Islands Comprehensive Center at ETS. The contents reflect the ideas and opinions of U.S. Virgin Islands educators, who generously provided their time and ideas in reviewing the document.

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Insert Commissioner Letter

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, 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, 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 leaders 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 effective programs and support all employees in their efforts 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 supporting principals, coaching and supporting teachers and other educators to refine their practices, administering programs and facilitating systemic change. When developing the evaluation approach, VIDE and its partners met extensively with district-level educators to ensure that the evaluation process would focus on the most important aspects of their work and provides useful performance feedback.

This document, 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 document 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 process 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?

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 EES process is managed through TalentEd, the VIDE electronic performance management system. More information about TalentEd and the coordinator evaluation process can be accessed on the Coordinator page of the [[EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html)](http://vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html). Additional questions may be directed to the [EES](mailto:EES) Program Manager in the St. Thomas/St. John or St. Croix district office.

# **Setting Expectations: The Business Rules**

Evaluation is a systematic method of documenting job performance for the purpose of ascertaining its quality, extending professional supports, and making human resources decisions. Evaluation is one important component of the Virgin Islands Department of Education’s efforts to build and maintain a highly talented educator workforce. Other components include educator certification, preparation, professional development, and retention processes.

Evaluation has always been an aspect of educators’ work in the U.S. Virgin Islands. The VIDE business rules outline the coordinator evaluation process. VIDE has evaluated coordinators in accordance with the language in the labor contract, and the U.S. Virgin Islands EES evaluation process for coordinators is commensurate with that language. Educator evaluation has also been an important federal initiative. 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 EES coordinator evaluation process. Previous performance, years of professional experience, and job assignment do not affect the use of the evaluation procedures.

**Who evaluates coordinators?** In the U.S. Virgin Islands, directors of curriculum and instruction evaluate coordinator performance. All directors complete training in order to evaluate the coordinators.

**How often are coordinators evaluated?** All coordinators will complete the evaluation process each year. Two formal observations, a Portfolio (including the Professional Growth Plan), and Employee 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. However, within the evaluation process, coordinators collaborate with the director on individual choices regarding their portfolios.

**How will results be used?** Coordinators receive performance feedback from the directors of curriculum and instruction each year during a Summative Evaluation Meeting convened at the end of the school year. Feedback is intended to document and improve performance. The coordinator and the director discuss areas of improvement and growth, as well as possible goals linked directly to evaluation results to include in the professional growth plan for the following school year. VIDE will use evaluation results for personnel 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 Professional Growth Plan (PGP)?** Like all of the educators and employees of the VIDE, coordinators complete a PGP each year regardless of previous performance or years of experience. The PGP focuses on the coordinator’s professional development and addresses two goals: a Professional Growth Goal and a Collaborative Goal. Coordinators are evaluated on the degree to which the PGP has been completed and they have engaged in and achieved their professional learning. The PGP is an artifact in the coordinator portfolio.

**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. 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 negatively impact personnel decisions. This business rule is commensurate with the labor agreement.

**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 increases support and monitoring. Failure to improve performance above the *basic* level by the next end-of-year summative evaluation meeting may negatively impact personnel decisions.

**What happens if disagreements occur about evaluation results?** If a coordinator disagrees with evaluation results, s/he acknowledges receipt of results by electronically signing the required form and discusses areas of disagreement with the director of curriculum and instruction. Should disagreements persist, the coordinator may file an appeal following the VIDE procedures.

**How much time will the evaluation process 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. Please refer to the VIDE EES [Portal](http://vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html) for the current year’s timeline.

# **The Focus of Coordinator Evaluation**

 The coordinator evaluation process focuses on *practice*, the coordinator’s daily actions or performance. 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 U.S. Virgin Islands coordinator evaluation process measures the quality of *practice*, which is the coordinator’s daily actions or performance that can be observed and measured. 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 Standards**

Coordinators engage in many activities during the workday and school year that can be evaluated; however, evaluating *all activities* 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.

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*The Professional Standards for Educational Leaders* is available on the EES Portal and at [www.npbea.org](http://www.npbea.org)

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VIDE adopted the Professional Standards for Educational Leaders (PSEL), which were released in 2015. The PSEL address the current context of public education as well as recent research that examines the impact of school and district administrators on teaching and learning. The PSEL intend to inform the work of school leaders and central office administrators. The standards are as follows:

1. **Mission, Vision, and Core Values**: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. **Ethics and Professional Norms**: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
3. **Equity and Cultural Responsiveness**: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
4. **Curriculum, Instruction, and Assessment**: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
5. **Community of Care and Support for Students**: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. **Professional Capacity of School Personnel**: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
7. **Professional Community for Teachers and Staff**: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
8. **Meaningful Engagement of Families and Community**: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
9. **Operations and Management**: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
10. **School Improvement**: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

# **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: U.S. Virgin Islands Performance Evaluation Framework for Coordinators* (Coordinator Framework) is a framework that focuses the coordinator evaluation on leadership practices that matter most for improving schools, teaching, and learning. 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 Framework also communicates performance expectations and promotes self-reflection.

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*The Essential Practices of Coordinators: The U.S. Virgin Islands Performance Evaluation Framework for Coordinators* can be downloaded from the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html).

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 is standards-based because it aligns with the PSEL, which are intended to guide evaluation and support of educational leaders. The standards and the essential practices focus on the core practices of all coordinators, regardless of their specialized area or assignment. Table 1 below displays the alignment of PSEL with the Coordinator Framework.

Table 1.

*Alignment between the PSEL and the Four Essential Practices of Coordinators in the U.S. Virgin Islands Performance Evaluation Framework for Coordinators*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Standards for Educational Leaders** | The Four Essential Practices of Coordinators | | | |
| Build shared purpose | Focus on learning | Manage organizational systems | Lead with integrity |
| Mission, Vision, and Core Values |  |  |  |  |
| Ethics and Professional Norms |  |  |  |  |
| Equity and Cultural Responsiveness |  |  |  |  |
| Curriculum, Instruction, and Assessment |  |  |  |  |
| Community of Care and Support for Students |  |  |  |  |
| Professional Capacity of School Personnel |  |  |  |  |
| Professional Community for Teachers and Staff |  |  |  |  |
| Meaningful Engagement of Families and Community |  |  |  |  |
| Operations and Management |  |  |  |  |
| School Improvement |  |  |  |  |

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 there may be multiple indicators that are combined to describe a practice. In the coordinator evaluation process, measures are aligned to elements and indicators. Directors of curriculum and instruction use the Coordinator Framework to score coordinator practices on the basis of evidence collected through specific measures and provide feedback to coordinators at the essential practice level.

The Coordinator Framework uses performance ratings of *Unsatisfactory, Basic, Proficient, and Distinguished*. When reading the Coordinator Framework,it is important to understand that the rubric is cumulative. This means that *only by displaying evidence of performance at all the lower level(s) can the coordinator attain the highest level of performance*. (Figure 1)

Practice is the biggest grain size.



Each Indicator describes part of the practice.

*Figure 1.* Example of Coordinators Framework Design. This figure displays an essential practice, as well as its indicator, elements, and level descriptors as found in the *U.S. Virgin Islands Performance Evaluation Framework for Coordinators*.

Elements combine to describe the indicator.

# **The Practice Measures: How Evidence Is Collected**

The U.S. Virgin Islands coordinator evaluation process is evidence based and 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: observation, the coordinator portfolio, and employee time.



Measures are used to gather evidence of performance for evaluation purposes.

**Measure 1: Observation**

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 conducted while the coordinator is providing professional development to educators. In the U.S. Virgin Islands, professional development encompasses all types of facilitated learning opportunities, including teacher coaching through conferences and informal learning opportunities situated in practice. The coordinator completes the *Observation Planning Form* and submits it through TalentEd prior to the observation. The professional development observation is scored using the *PD Observation Scoring Form.*

The second observation can also be a professional development activity, or it can be an activity related to another aspect of the coordinator’s leadership practice. If the second observation is not a professional development observation, the coordinator and his or her director determine the focus of this observation and identify the **two practices** to be observed during the Evaluation Planning Meeting at the beginning of the year. The activity and practices are documented using *the Observation Planning Form* and checking the box for a Non-Professional Development Event*.* In this case, the *Non-PD Observation Scoring Form* is used to score the observation.

Both observation cycles include the observation and a post-conference meeting. Although the Observation Planning Form is required for either a PD or Non-PD event, the pre-conference meeting is optional. This meeting, if scheduled, provides 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 provides performance feedback and scores to the coordinator. It is an opportunity for the coordinator and director to collaboratively plan for improvement or growth. All forms and resources for the coordinator observations are found in TalentEd and on the EES [[Portal](http://vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html)](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

Observations are one of the three measures used in the calculation of the final summative score for the coordinator’s evaluation.

**Measure 2: Coordinator Portfolio**

All coordinators in the U.S. Virgin Islands are required to develop and share a portfolio as part of their annual evaluation. The Coordinator Portfolio is a collection of artifacts that demonstrate performance related to essential leadership practices and indicators detailed in the *U.S.V.I. Performance Evaluation Framework for Coordinators.* Artifacts are intended to cohesively represent coordinator practice, as opposed to being a random document collection only focused on accomplishments.

Artifacts for the portfolio are submitted and managed in **BriteLocker**, the electronic portfolio software accessed through **TalentEd***,* the electronic performance management system.



What is a Portfolio?

A portfolio is a collection of strategically chosen artifacts created and used in the everyday routines of a coordinator. Artifacts are assembled and explained by the coordinator for the purpose of performance evaluation.

# **Artifacts**

Because there are so many artifacts created through normal leadership practice of coordinators during a typical school year, “high density” artifacts, those that demonstrate a range of a coordinator’s performance related to multiple practices and indicators of the Coordinator Framework, should be submitted. Selection of high density artifacts minimizes the amount of evidence to be collected and reviewed.

Both common and unique artifacts are included in a portfolio. A **common** artifact is a document that all coordinators use in required processes or procedures of district leadership in the U.S. Virgin Islands.

A **unique** artifact is one that a coordinator identifies as an exemplar of practice specific to his or her role. Unique artifacts may differ across portfolios but can have a common theme. For example, all coordinators are required to include an artifact related to community engagement; however, one coordinator’s community engagement artifact may be a document related to a meeting, where another’s could be a presentation on the role of community partnerships.

# With input from educators on the Task Force from the St. Thomas/St. John and St. Croix districts, the coordinator portfolio process was constructed to be a collection of **seven artifacts**, four common and three unique, to be systematically reviewed and scored by the director of curriculum and instruction.

# **The Portfolio Process**

The Coordinator Portfolio process encourages reflection through coordination and collaboration with the director of curriculum and instruction. Each coordinator engages in planning, collecting artifacts, and sharing a portfolio to demonstrate distinguished performance on the four essential practices in the Coordinator Framework. Figure 2 represents the portfolio process.

*Figure 2:* The Portfolio Process. This figure displays the portfolio process for all coordinators in the U.S. Virgin Islands.

This section explains the five steps in the portfolio process:

## ***Step 1. Portfolio Planning***

Portfolio planning occurs at the beginning of the school year. The coordinator completes the *Evaluation Planning Form* **prior to** the **Evaluation Planning Meeting**. During the meeting, the coordinator and director of curriculum and instruction discuss the seven artifacts to include in the portfolio, as well as expectations for portfolio submission and review. Portfolio artifacts, when viewed in combination, provide a complete picture of the coordinator’s leadership during the school year. The practices and indicators in the Coordinator Framework describe what that complete picture might look like. The Coordinator Framework, previous coordinator evaluation data, and current coordinator practice can be used to inform the selection of the unique artifacts for a portfolio.

The following **Guiding Questions** may be used to discuss the portfolio during the meeting:

1. To what degree is the coordinator clear about the portfolio process?
2. To what degree could the artifacts the coordinator intends to collect represent the four essential practices?
3. When will the artifacts be collected? Does the timeline to collect artifacts allow for enough time to complete the portfolio by the due date?
4. What support, if any, does the coordinator need in collecting artifacts?

At the conclusion of the meeting, the coordinator and director review and finalize the *Evaluation Planning Form*in TalentEd. Once the director approves the plan, the coordinator may begin work on the portfolio.

## ***Step 2. Evidence Gathering***

The portfolio is assembled throughout the school year and shared with the director of curriculum and instruction near the end of the school year.

The coordinator saves electronic PDF versions of the artifacts (e.g., scanned or photographed) on his or her computer for consideration as evidence for practices and indicators chosen for the evaluation. Before uploading the artifacts to Britelocker, the coordinator should examine the artifacts collected and determine which of the harvested evidence best demonstrates his or her leadership. When possible, the coordinator should select “high density” artifacts that represent multiple essential leadership practices. Dense artifacts provide clear evidence for all the behavioral descriptors in the indicators. The coordinator then uploads the artifacts to BriteLocker, the electronic storage site within TalentEd. Captions or brief descriptions should be included on each artifact to ensure that the director understands the relationship of the materials to the practice.*Note: A set of artifacts that provides evidence for a single practice can be combined into one PDF*.

The required artifacts, both **common** and **unique**, are listed in Table 2 and further described below the table. Descriptions include the leadership practice(s) for which the artifacts provide evidence of performance.

Table 2.

*Artifacts for Coordinator Portfolios*

|  |  |
| --- | --- |
| **REQUIRED ARTIFACTS** | **TYPE OF ARTIFACT** |
| 1. **Professional Growth Plan** | **Common:** All coordinators must include a professional growth plan using the template on the Evaluation Planning Form in TalentEd. |
| 1. **Professional Development Evaluations** | **Common:** All coordinators must include a set of professional development evaluations. |
| 1. **Monthly Report** | **Common:** All coordinators include a monthly report. |
| 1. **Annual Report** | **Common:** All coordinators include an annual report. |
| 1. **Community Engagement** | **Unique:** Each coordinator chooses an artifact related to community engagement. |
| 1. **Program Management** | **Unique:** Each coordinator chooses an artifact related to managing programs for which he or she is responsible. |
| 1. **Coordinator Choice** | **Unique:** Each coordinator, in collaboration with the director of curriculum and instruction, determines an artifact to be included. |

#### Artifact 1: Professional Growth Plan

All coordinators are responsible for completing an annual Professional Growth Plan (PGP), which describes professional learning goals, and evidence of completion and application of the professional learning in district and/or school contexts. The PGP is reflective of:

* **Coordinator Essential Practice 4. Lead with Integrity**

**Indicator 4.1:** Demonstrate Personal and Professional Responsibility

The purpose of the PGP is to advance a coordinator’s leadership practice. The PGP process is designed to foster reflection, collaboration, and accountability. The process is the same as the professional growth plan process for principals and assistant principals. Each coordinator develops goals based on previous evaluation data, teacher and student performance, and/or personal reflection*.* S/he identifies and completes professional learning activities to improve or grow in areas identified, applies the learning to current practice in district and/or school contexts, and reflects on knowledge and skills learned and their impact on the coordinator’s practices.

*Developing the PGP.* Coordinators should refer to the *Professional Growth Plan Development Rubric*, as it will inform the scoring of the plan. They should also review the *Professional Growth Plan Scoring Form* to ensure they are familiar with the scoring criteria. These resources and sample goals are available on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html). The goals are recorded on the *Evaluation Planning Form* under Artifact 1. Two goals must be included in the plan:

* **Professional Growth** **Goal:** A learning goal for the coordinator that addresses an area of growth or improvement informed by self-reflection using the Coordinator Framework, previous evaluation results (if available), self-reflection and/or other available data.
* **Collaborative Goal:** A team of coordinators or the coordinator and other school leaders (cross district, cross school, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The goal is the same for all of the team members; however, each member is responsible for identifying and completing appropriate activities, and reflecting on the learning and use of the new skills and knowledge.

Goals should be written as **SMART** goals (see Table 3). The PGP goals should focus on *the coordinator’s professional practices* as defined by the Coordinator Framework (e.g., managing programs, providing professional development, etc.). By improving coordinator practices, changes in district- and school-level practices may result.

Table 3.

*Defining SMART Goals*

|  |  |  |
| --- | --- | --- |
| **S** | **Specific**: Steps to be taken are well defined. | Who will be involved?  What do you want to accomplish?  Where and when will the learning take place? |
| **M** | **Measurable**: Progress can be monitored. | What criteria will be used to measure progress toward goal attainment? |
| **A** | **Achievable**: Activities can be accomplished within the time allowed. | What are the requirements and/or constraints?  Why are the goals achievable yet challenging? |
| **R** | **Relevant**: The goal is specific to the professional role. | How does the goal tie into key responsibilities? |
| **T** | **Time-bound**: Start and completion dates are clearly defined. | When will professional development activities occur?  What are the deadlines for each activity? When will the learning be applied? |

*Professional Learning Activities.* Professional learning activities, application of the learning, impact on practice, and a target completion date are identified for each goal. When selecting professional learning activities, the coordinator and director should consider activities such as workshops, university courses, coaching, research, and Professional Learning Communities, any of which may be face to face or virtual.

*Measures of Progress and Success.* The coordinator and director also identify how progress towards achieving each goal will be demonstrated and how the coordinator can show the completion of each learning activity. The emphasis is not only on the learning, but also on applying the learning to improve one’s practice. Ultimately, improved coordinator practice should impact the practice of others in district and/or school contexts.

*Completing the PGP.* The PGP is discussed and finalized during the **Evaluation Planning Meeting** at the beginning of the school year. It may be revised on an as needed basis. Throughout the school year, the coordinator completes the professional learning activities, applies learning to meet goals, collects evidence to demonstrate completion of the PGP, and reflects on the impact on his or her practice. Evidence is uploaded into BriteLockerthrough TalentEd. The PGP is reviewed and scored using the *Professional Growth Plan Scoring Form.*

#### Artifact 2: Professional Development Evaluations

An important aspect of a coordinator’s work is providing professional development to teachers. In the U.S. Virgin Islands, **professional development encompasses all types of facilitated learning opportunities, including teacher coaching through conferences and informal learning opportunities situated in practice.**

Through professional development, coordinators can have a positive impact on teaching practices and, indirectly, on student learning. As an artifact, a set of professional development evaluations reflect evidence of:

* **Coordinator Essential Practice 3.** Manage Organizational Systems

**Indicator 3.2:** Lead and Develop Personnel

**Artifact 3: Coordinator Monthly Report**

Coordinator monthly reports represent an important focus of a coordinator’s leadership practices. The report reflects activities taking place during the month that were related to the essential practices of coordinators. The artifact reflects:

* **Coordinator Practice 2. Focus on Learning**

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

* **Coordinator Practice 4. Lead with Integrity Indicator**

**Indicator 4.1:** Demonstrate Personal and Professional Responsibility

**Artifact 4: Coordinator Annual Report**

All coordinators are required to complete an annual report detailing the programs he or she managed throughout the year. The annual report is reflective of:

* + **Coordinator Practice 1. Focus on Learning**

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

* + **Coordinator Practice 3. Manage Organizational Systems**

**Indicator 3.1:** Build and Maintain Program Systems

**Indicator 3.2:** Lead and Develop Personnel

* + **Coordinator Practice 4. Lead with Integrity**

**Indicator 4.1:** Demonstrate Personal and Professional Responsibility

**Artifact 5: Community Engagement**

Another important aspect of a coordinator’s role is establishing and sustaining partnerships with community organizations that provide supports to students. Coordinators often collaborate with school leaders or staff to expand the use of community resources to accomplish the district mission. An artifact related to community engagement reflects:

* + **Coordinator Practice** **3. Manage Organizational Systems**

**Indicator 3.4:** Mobilize Community Resources

**Artifact 6: Program Management**

A coordinator may have a number of programs for which he or she is responsible. Managing programs involves aligning the programs to the district vision and mission, supervising the use of time and resources, and gathering evidence of program effectiveness. An artifact related to program management reflects:

* + **Coordinator Practice** **1. Build Shared Purpose**

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

* + **Coordinator Practice** **3. Manage Organizational Systems**

**Indicator 3.3: Manage Resources**

**Artifact 7: Choice Artifact**

The seventh artifact is one the coordinator chooses to include. During the Evaluation Planning Meeting, the coordinator, in collaboration with the director of curriculum and instruction, identifies the practice, indicator, and artifact to be included in the portfolio.

Coordinators should collect artifacts throughout the school year, rather than waiting until the third quarter. Waiting until the last minute can result in an incomplete collection of documents put together haphazardly that do not reflect exemplar performance. All artifacts for the Coordinator Portfolio must be uploaded as PDFs into **BriteLocker**throughTalentEd. Captions or brief descriptions should be included where necessary to ensure that the director can understand the relationship of the artifacts to the practice. Information and access to BriteLockercan be found on the [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html). For additional assistance, contact the district EES Program Manager.

## 

## ***Step 3. Mid-Year Check-In***

The coordinator completes and submits the *Mid-Year Checklist* in TalentEd. The checklist is used to indicate progress to date on the collection of artifacts for the portfolio and progress on completing the learning activities on the Professional Growth Plan (PGP). The form provides an opportunity for the coordinator to comment on any challenges, adjustments or supports needed to complete the portfolio or PGP. The coordinator also self-assesses attendance. The director confirms receipt of the document.

***Step 4. Evidence Gathering***

After the Mid-Year Check-in, evidence collection for the portfolio continues. If changes were needed, the coordinator reflects on any necessary adjustments to the portfolio or PGP and collects evidence of leadership practices based on those changes. Prior to the Portfolio Review, the coordinator finalizes the portfolio by labeling and uploading the artifacts as PDFs into BriteLocker.

## ***Step 5. Portfolio Review***

After the coordinator has completed the portfolio and implemented the PGP learning activities, he or she completes and submits the *Portfolio and Professional Development Reflection Forms* in preparation for the Portfolio Review Meeting. This meeting is an opportunity for the coordinator to share and answer questions to ensure that the director of curriculum and instruction understands how the artifacts provide clear evidence of the essential leadership practices described in the Coordinator Framework.

The discussion focuses on how effectively the artifact and explanation work *together* to demonstrate distinguished performance for the essential practice. The discussion also includes the coordinator’s reflection on his or her performance. A thorough explanation provides the director with enough information to score the portfolio fairly.

## 

## **Scoring the Coordinator Portfolio**

Evidence provided through the portfolio comprises one of the three measures used in the calculation of the final summative score for the coordinator’s evaluation.

The *Portfolio Scoring Form* (see EES [Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html)) is used to score the portfolio. The artifacts aligned to each of the practices are identified on the form to assist the director as he or she provides a rationale for each score. It will be important for the coordinator to clearly indicate how Artifact 7, the choice artifact, aligns to a practice(s) to ensure that it is factored into a score(s). As a result of discussion during the Portfolio Review Meeting, the director rates leadership performance for each practice based on the evidence offered through the artifacts and the explanation provided by the coordinator. Each practice score is automatically transferred to the appropriate box on the *Summative Evaluation Scoring Form.*

The director of curriculum and instruction scores the essential practices based on the evidence provided by the artifacts and the explanation provided by the coordinator during the portfolio review. The PGP is scored using the *Professional Growth Plan Scoring Form*. The overall score for the PGP is the average of the professional growth goal and collaborative goal scores. The PGP score is transferred to Essential Practice 4: Lead with Integrity on the *Summative Evaluation Scoring Form*.

The Portfolio is used with the other measures to determine summative scores for each of the coordinator essential practices.

**Measure 3: Employee 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. Employee Time is determined by attendance as reported in TimeForce and is scored using the rubric in the VIDE Attendance Policy.

The director completes the *Employee Time Form* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html))based on the coordinator’s record of attendance in TimeForce and submits it through TalentEd beforethe Summative EvaluationMeeting. A copy of the VIDE Personnel Attendance Policy can be accessed on the VIDE website: [www.vide.vi](http://www.vide.vi/)

Each of the three measures discussed above (observation, portfolio, and employee time) contributes to coordinator evaluation. As Table 4 shows, observation of a coordinator providing professional development provides evidence for two essential practices, Focus on Learning and Manage Organizational Resources. If the coordinator and director decide the second observation will be focused on an activity that is not professional development, they will identify the two practices to be observed based on the nature of the activity. Although Employee Time aligns to all the essential practices, it represents 10% of the overall evaluation and thus is scored separately.

Table 4.

*Alignment between the Coordinator Evaluation Measures and the Essential Practices of Coordinators in the Coordinator Framework*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measures** | **Essential Practices of Coordinators** | | | |
| **Build Shared Purpose** | **Focus on Learning** | **Manage Organizational Resources** | **Lead with Integrity** |
| **Portfolio (including PGP)** |  |  |  |  |
| **Professional Development Observation** |  |  |  |  |
| **Employee Time** |  |  |  |  |

# 

# **Summative Scoring: How Scores are Determined**

The purpose of the coordinator evaluation is to promote growth and development through feedback and open discussion between the coordinator and the director of curriculum and instruction about current performance and career trajectory. Scoring performance helps promote growth in one or more practices. 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, evidence, and ratings. Table 5 displays how the summative score is calculated.

Table 5.

*Calculations for the Coordinator Summative Evaluation Score*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **ESSENTIAL PRACTICES OF COORDINATORS SUMMATIVE SCORE** | | | | |
| **Essential Practice** | | **Portfolio Score** | **PGP**  **Score** | **PD Observation Score** | **Second Observation**  (2 practices only) | **Practice Score** |
| **Build Shared Purpose** | | Score | N/A | N/A | Score | Average of scores |
| **Focus on Learning** | | Score | N/A | Score | Score | Average of scores |
| **Manage Organizational Systems** | | Score | N/A | Score | Score | Average of scores |
| **Lead with Integrity** | | Score | Score | N/A | Score | Average of scores |
|  | | **TOTAL PRACTICE SCORE=** Average of 4 Practice Scores | | | | |
| **Employee TIME SCORE** | | | | | | |
| The Employee 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 + Employee TIME SCORE × .10 | | | | | |

The director of curriculum and instruction is ultimately responsible for the coordinator evaluation process, providing specific, timely, data-driven feedback intended to guide improvement in the coordinator’s leadership practice. Each coordinator is responsible for raising questions about scoring and for acknowledging his or her 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 with VIDE Division of Human Resources and the Educational Administrators Association.

# **Evaluation Process: How and When Evaluation Occurs**

Fidelity to the evaluation process helps ensure fairness and accuracy. Forms and resources to complete the coordinator evaluation process are found in TalentEd and on the [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/291-coordinator-evaluation-process.html). All forms include directions for completion.

Coordinator evaluation is a cyclical process that repeats annually. The steps in the evaluation process are described below:

* + **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 U.S.V.I. Performance Evaluation Framework for Coordinators. Prior to the meeting, the coordinator completes the *Evaluation Planning Form* in TalentEd. The director reviews the evaluation process and timeline for the process with the coordinator.Once the plan is approved, the coordinator begins work on the portfolio.
  + **Step 2: Evidence Gathering.** Thedirector of curriculum and instruction conducts the first observation of the coordinator, including the pre- (optional) and post-conferences. The coordinator begins collecting artifacts for the portfolio and engaging in the learning activities described on the PGP.
* **Step 3: Mid-year Check-In.** The coordinator completes and submits the *Mid-Year Checklist* in TalentEd indicating progress to date on the collection of artifacts for the portfolio and progress on completing the learning activities in the Professional Growth Plan (PGP). The coordinator also self-assesses attendance. Any questions/modifications are discussed and changes are made if necessary. The director confirms receipt of the form.
* **Step 4: Evidence Gathering.** The director of curriculum and instruction conducts the second observation of the coordinator, including the pre- (optional) and post-conferences. The coordinator continues to collect artifacts for the portfolio, and completes the learning activities listed on the PGP.
* **Step 5: Portfolio Review.** The director of curriculum and instruction schedules the Portfolio Review Meeting. The coordinator finalizes and submits the portfolio and the *Portfolio and PGP Reflection Forms* to prepare for the Portfolio Review Meeting and ensures that all evidence has been uploaded. The coordinator and director meet to discuss how the portfolio represents the coordinator’s leadership practice.
* **Step 6: Summative Meeting.** The director of curriculum and instruction reviews all evidence and completes the *Employee Time Form* in preparation for the summative meeting. The coordinator and director meet to discuss scores, ratings, and goals for the next school year. **(A rating will not be given in the pilot year.)** The *Summative Evaluation Form* is completed and submitted through TalentEd. The evaluation cycle then begins again at the start of the next school year.

Table 6 displays the responsibilities of the coordinator and the director of curriculum and instruction for each step of the evaluation process. Any questions regarding the process may be directed to the EES Program Manager in each district office.

Table 6.

*Annual Coordinator Evaluation Steps and Responsibilities*

| **Step** | **Task** | **Coordinator** | **Director of Curriculum and Instruction** |
| --- | --- | --- | --- |
| Evaluation  Planning | Evaluation Planning Meeting | Draft the Evaluation Planning Form and submit to the director through TalentEd before the Evaluation Planning Meeting. | Meet with the coordinator to finalize the Evaluation Planning Form.  Schedule 1st observation and set remaining dates in TalentEd. |
| Evidence Gathering | Complete 1st observation (Professional Development observation) | Complete Coordinator Observation Planning form and submit to director prior to the observation.  Complete and submit Observation Reflection Form before the post-conference. | Review Observation Planning Form, request clarification as needed (optional pre-conference).  Observe coordinator. Save Observation Scoring Form and notes in TalentEd.  Discuss and score observation with coordinator at post-conference. |
| Gather artifacts and PGP evidence | Collect artifacts and engage in  PGP learning activities. | Provide portfolio and PGP support to coordinator. |
| Mid-year Check-In | Check progress to date | Complete and submit Mid-Year Checklist.  Document progress and adjust portfolio or PGP goals with director as needed. | Confirm receipt of Mid-Year Checklist.  Adjust goals with coordinator as needed.  Confirm 2nd observation. |
| Evidence Gathering | Complete 2nd observation | Complete Coordinator Observation Planning form and submit to Director prior to the observation.  Complete and submit Observation Reflection Form before the post-conference. | Review Observation Planning Form, request clarification as needed (optional pre-conference).  Observe coordinator. Save Observation Scoring Form and notes in TalentEd.  Discuss and score observation with coordinator at post-conference. |
| Gather artifacts and PGP evidence | Collect artifacts and implement  PGP learning activities. | Provide portfolio and PGP support to coordinator. |
| Portfolio Review | Complete portfolio & PGP | Upload artifacts into BriteLocker.  Complete and submit Portfolio Reflection Form prior to the Portfolio Review Meeting.  Complete PGP. Upload evidence into BriteLocker. Complete and submit PGP Reflection Form prior to the Portfolio Review Meeting. | Schedule Portfolio Review Meeting.  Review artifacts in BriteLocker and reflection forms in TalentEd prior to the Portfolio Review Meeting. |
| Portfolio Review Meeting | Share portfolio and explain how artifacts reflect practice. | Discuss artifacts and PGP learning activities with coordinator.  Complete the PGP Scoring Form and the Portfolio Scoring Form. |
| End-of-year meeting | Summative Evaluation Meeting | Confirm Summative Meeting.  Discuss performance, feedback, and scores.  Collaborate with director to plan for growth and/or improvement.  Electronically sign Summative Evaluation Form. | Schedule Summative Meeting in TalentEd.  Complete Employee Time Form.  Discuss performance, feedback, and scores.  Collaborate with coordinator to plan for growth and/or improvement.  Submit Summative Evaluation Form in Talent Ed. |

**Glossary**

**BriteLocker** is the electronic storage system for uploading and organizing artifacts.

The **U.S. Virgin Islands Employee Effectiveness System (EES**) is the evaluation system for all VIDE employees. EES is a growth-oriented system that is focused on meaningful feedback for continuous improvement.

**Elements** describe specific performance on a given indicator in the USVI Special Education Administrator Performance Evaluation Framework.

**Essential Practices** align with the ISLLC standards and describe the leadership practices of special education administrators in the U.S. Virgin Islands.

**Evaluation** is a systematic, annual assessment of job performance.

**Feedback** is a specific, timely, data-driven exchange of information intended to guide improvement in employee performance.

A **Framework** is a rubric that describes practice in observable and measurable terms, and is used to determine levels of performance. A framework provides an overall structure for the evaluation system.

**Indicators** describe Essential Practices in the USVI Special Education Administrator Performance Evaluation Framework. One or more indicators may combine to describe an Essential Practice.

The[**Portal**](http://www.vide.vi/for-employees/educators-portal/vide-es.html)for the U.S. Virgin Islands Employee Effectiveness System (EES) provides access to information about the process for employee evaluation. It can be found on the Virgin Islands Department of Education [website](http://www.vide.vi) under the For Employees tab/ Effectiveness System. The [Portal](http://www.vide.vi/for-employees/educators-portal/vide-es.html) houses the evaluation calendar, guidebook, forms, resources, and other information and is organized by employee title, e.g., teacher, paraprofessional, librarian, guidance counselor, etc.

**Professional Growth Plan (PGP)** is a document used for planning and setting goals for professional learning that results in improved practice. The PGP is required for all employee evaluations by VIDE.

A **Rubric** describes practice and behaviors in observable and measurable terms and is used to determine levels of performance for the purpose of evaluation. Rubrics provide descriptors at four levels of performance to guide evaluation scoring and feedback.

The **Summative Evaluation Score** is the numerical score automatically calculated by TalentEd once the director of special education enters the scores for the Artifact Review (60%), the PGP (30%), and Employee Time (10%).

The **Summative Evaluation Rating** is determined once the final scores have been calculated. The performance levels will be identified using a chart that shows where scores fall on the continuum of Distinguished, Proficient, Basic, or Unsatisfactory. *Performance Level Ratings will be assigned after full implementation (not in the pilot year) and after data have been analyzed and cut scores, which are the numerical point at which one level ends and the next begins, are finalized.*

**TalentEd** is the electronic employee evaluation system.

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