

ALBUQUERQUE SCHOOL OF EXCELLENCE

Head Administrator's Evaluation Policy/Procedure

Approved by: Governing Council

Effective Date:

Procedures

The Albuquerque School of Excellence ("ASE") Governing Council ("GC") will conduct a closed session evaluation/performance review of the ASE Head Administrator in May of each school year. The required evaluation process will utilize the New Mexico Principal Leadership Competencies and Indicator (NMPLCI) as a basis for defining performance expectations for the Director. The Governing Council meeting in May will include an evaluation/performance review of the Head Administrator. In addition to these reviews, the Council will also determine the Head Administrator's continued employment at the May GC meeting in closed session. The evaluation of the Head Administrator's performance will be based on the following;

1. The achievement of the criteria of the NM Public Education Department "Highly Objective Uniform Statewide Standard of Evaluation" (HOUSSE) set forth in Section 6.69.7.9 NMAC;
2. How well the Head Administrator has carried out his/her Professional Development Plan, as required by 22-10A-19(C) NMSA, which will include ASE Head Administrator's Goals;
3. Evaluation of the Head Administrator by other school employees as required by 22-10A-19(a);
4. The Head Administrator Job Description, which includes administering the duties assigned by the Governing Council and abiding by the rules and regulations of the NM PED including the implementation of the Educational Plan for Student Success (EPSS) goals in Math and Reading; and
5. The effective and efficient completion of other tasks, functions, and requirements typically managed at a district level. As Head Administrator, these additional tasks include but are not limited to district reports for Food Service, Special Education, Title I, Human Resources, STARS, as well as drafting of policies.

In complying with 22-10A-11(G) NMSA, the New Mexico Public Education Department (PED) has adopted the HOUSSE, which includes data sources linked to student achievement and Educational Plan for Student Success progress, for level three-B school principals and rules for the implementation of that evaluation system linked to the level of responsibility at each school level. For the HOUSSE Annual Evaluation, the ASE Governing Council will use the criteria set forth in Section 6.69.7.9 NMAC and forms developed by PED, including the specifics and timelines contained therein, as part of its Head Administrator's Evaluation process.

Operational Framework of the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P)

ALBUQUERQUE SCHOOL OF EXCELLENCE

Head Administrator's Job Description

Approved by: Governing Council

Effective Date:

The Head Administrator of Albuquerque School of Excellence (“ASE”) has all authorities and accountabilities delegated to this position by the ASE Governing Council, as defined below. The overriding responsibility of the Head Administrator is to carry out the ASE Charter and the goals and mission of the School.

The Head Administrator is required to be proficient in the New Mexico Principal Leadership Competencies and Indicators (NMPLCI) in four broad Domains: **Instructional Leadership, Communication, Professional Development, and Operations Management**. Proficiency in Domain Five-**Scope of Responsibility in Secondary Schools** is required of secondary principals, serving middle and/or high schools.

The Governing Council recognizes that the enhancement of student learning is the primary responsibility of the Head Administrator. To that end, the Head Administrator will be responsible for fulfilling the following obligations:

1. Instructional Leadership

The Head Administrator promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

- a. Works with all members of the school community to make quality instruction a prime focus
- b. Uses accountability literacy in making decisions about student success and achievement
- c. Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.
- d. Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.
- e. Utilizes performance assessment data from students and staff to reinforce the significant role of learning in the school.
- f. Utilizes multiple types and sources of evidence such as parent and teacher feedback as part of ensuring ASE success,
- g. Is visible within the school (recess, classroom visits),
- h. Is available and responsive to staff and student needs.

2. Communication

The Head Administrator uses communication and relationship-building skills to engage the larger community in advocacy for equity in meeting the needs of the school community.

- a. Engages in honest and respectful interactions with all stakeholders (students, staff, and community) to make thoughtful and objective decisions that demonstrate sensitivity and integrity.

- b. Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.
- c. Supports an environment of inclusion and respect.
- d. Communicates with others sensitively, fairly, and ethically.
- e. Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.
- f. Communicates with all school and community stakeholders concerning current school issues and student achievement.
- g. Maintains a continuous dialogue with decision makers who affect the school community.
- h. Communicates regularly with the community (weekly website updates, monthly Newsletter, parent/outreach meetings).
- i. Is a spokesperson and advocate for the ASE charter mission and vision.

3. Professional Development

The Head Administrator organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community. To these ends, the Head Administrator:

- a. Identifies and assesses student and staff performance to inform professional development needs a minimum of three times per school year.
- b. Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.
- c. Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.
- d. Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.
- e. Embodies the school philosophy and approach to teaching and learning.

4. Operations Management

The Head Administrator manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community. To fulfill these duties, the Head Administrator:

- a. Manages the school campus to ensure that the environment is safe and clean for students and staff.
- b. Manages the school budget to ensure that resources are maximized for student success.
- c. Manages the day-to-day operations to maximize the efficiency of the school.
- d. Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

5. Scope of Responsibility in Secondary Schools

The Head Administrator develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills as appropriate to meet the diverse needs of the middle/high school students. To this end the Head Administrator:

- a. Supervises co-curricular and extracurricular activities to engage all students.
- b. Ensures 21st century skills are present throughout the curriculum.

- c. Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

DATA SOURCES:

Data is a critical part of the evaluation process. As such, data must be collected and analyzed on an ongoing basis and must be referenced in the evaluation process. Data sources can include:

- Student Performance Data (e.g. SBA, Short Cycle, DIBELS)
- Self-Assessment
- Site Visits
- Classroom Visits
- Climate Surveys
- Teacher Surveys
- Discipline referrals
- Parent participation in School Processes
- Course Failure Rates
- EPSS/Continuous Improvement Data
- Teacher Evaluation & PDP's
- Business and Community Partnerships
- Grant Funded Programs
- STARS Data
- PED Focused Monitoring Data
- Evidence of Data Driven Decision Making.