

Title:	Executive Director Performance Management Procedure	Related Policies:	Personnel Performance Management Policy
Number:	1.4	Related Procedures:	11-21-10
Status:	Approved	Adopted:	
Owner:	E. Jaleel (HR Committee Chair)	Accounting:	
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Policy Detail			

Amana Academy’s leadership model recognizes the unique opportunities and challenges of leading a charter public school, which requires a combination of educational and business oriented experience and leadership skills.

Purpose of this Policy: The goal of this procedure is to increase the quality of educational and operational leadership at Amana Academy. By using standards as the basis for evaluation, an Executive Director’s job is clarified for the evaluating team. This keeps the focus on specific evidence and behaviors that determine school success, and avoids discussions of feelings, impressions and personality.

This policy reflects section 4.3 of the Charter entitled “Personnel Matters”, and it borrows from lessons learned at successful school systems from various parts of the Country as well as examples from the corporate world.

Regarding the Evaluation and Development of the school’s leader, Amana’s Charter states the following:

Section 4.3.7 Evaluations

The Principal [or ED] will be evaluated annually by the Governing Board, which will gather information from faculty, staff, parents and others with whom the Principal has worked closely. The Governing Board will develop the format of the annual evaluation after a review of effective policies and procedures followed by other charter schools and organizations.

Section 4.3.8 Amana Academy’s Commitment to Staff Development

Because of the nature of our unique educational design, Amana Academy will strive to provide a baseline and continuing plan for staff training, development and empowerment.

What is Good Evaluation?

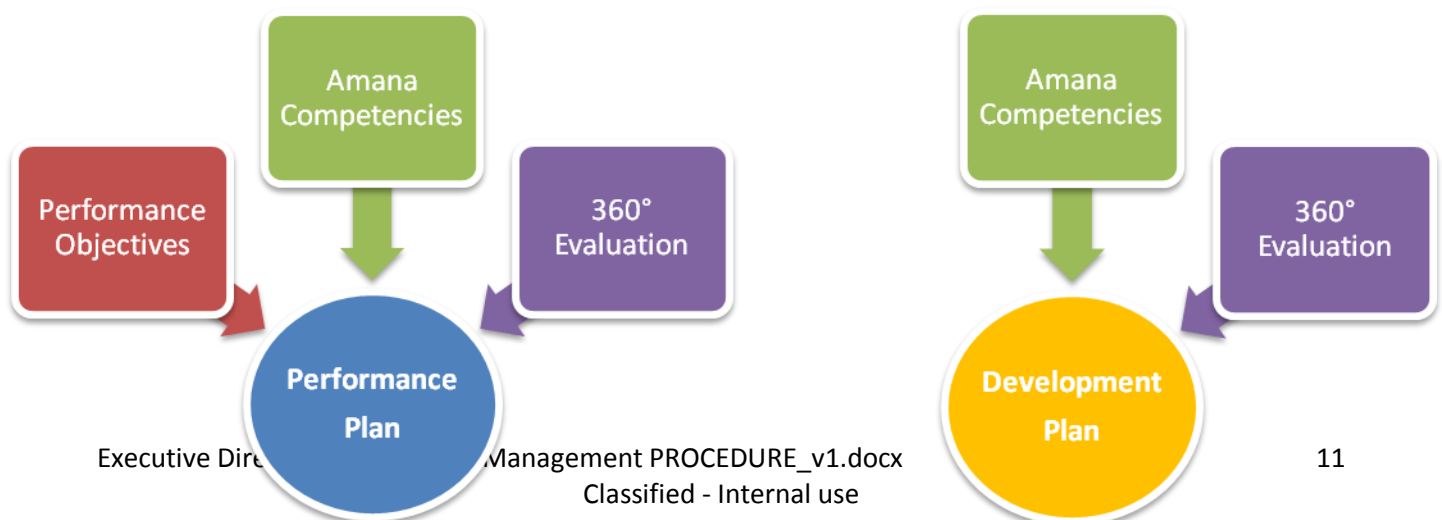
Based on research of best-in-class school systems, the following guidelines were considered in drafting this policy for implementing relevant and appropriate evaluation of the school's leader:

- Evaluation should focus on school improvement in all its spheres
- Good evaluations are fair and should be performance-based
- Good evaluation measures elements that determine successful educational leadership, and therefore should promote professional growth and improved leadership practice
- Evaluation should be relevant to the leader's multifaceted job functions
- Good evaluation helps the Governing Board better understand the ED's job through concrete examples while improving overall communication between the two
- Evaluation systems should provide for resources and clearly communicate procedures
- Good evaluation is a year-round activity, not an end-of-the-year "gotcha" or letter of praise.

At Amana Academy, there shall be three primary inputs to the ED's Performance and Development Plans as illustrated below.

Definitions:

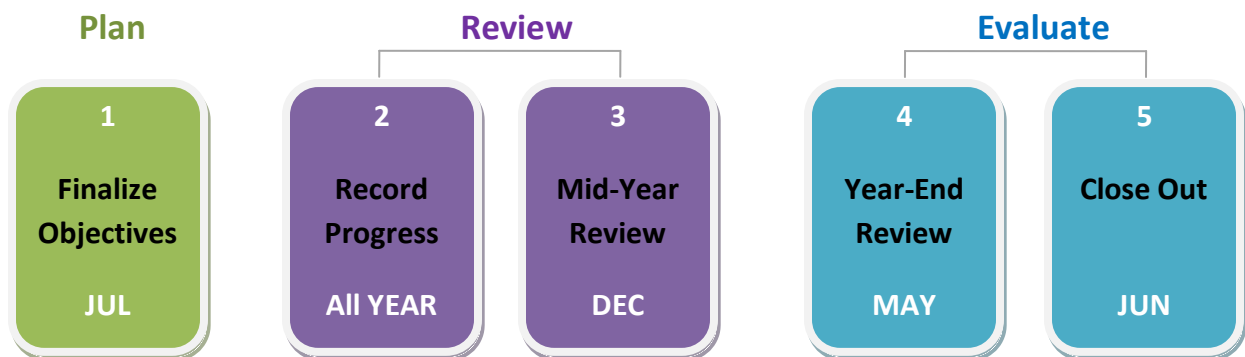
1. **Individual Performance Objectives:** SMART performance objectives that are aligned to the school's annual and strategic plans. Examples include achievement scores, personnel retention rate, budgetary management, parental satisfaction scores, or fund development.
2. **Amana Competencies:** educational leadership skills and competencies. An example would be Discovery Education's ValEd tool developed by Vanderbilt University. Also, competencies unique to fulfilling on Amana's Charter vision and mission statements and fulfilling on its educational approach. Sources include EL Core Practice Benchmarks, especially those dealing with school leadership.
3. **360 Evaluation Instrument:** a proven tool [such as Discovery Education's ValEd] that provides 360° feedback to the ED against educational leadership skills and competencies.



The Executive Director Performance Plan

The following process guide is a helpful resource to use when completing each step of the Executive Director’s Performance Plan throughout the year.

Performance Management Timeline:



Objectives & Amana Competencies

In this initial phase, the ED sets his/her performance Plan objectives that align with Amana’s Strategic Plan and the school’s Annual Plan – the “What”; and he/she describes how they can demonstrate core Amana competencies in their job – the “How”. This step can start anytime after the school’s annual plan is set, yet the Individual Performance Plan should ideally be approved by the July Board meeting.

Instructions:

1. Enter Strategic School Priorities

In order for the ED’s objectives to be effective, they should align with broader objectives of the Board, Administration, and Amana Academy as a whole. The ED shall enter the top priorities for the Administration and school that reflect Amana’s strategic plan and more specifically the annual plan. The aim is to create clear line of sight between the organization’s objectives and the ED’s individual performance plan.

2. Gather Objectives & Competencies from the Leadership Development Committee (LDC)
Since the ED reports to the entire Board, he/she needs to coordinate with designated Board members on the LDC to decide what their total set of objectives and Amana competencies should be.
3. Enter 5-7 Individual Performance Objectives and 3-5 Competencies
Individual Performance Objectives should contain SMART criteria and be written in a way that clearly describes expectations for performance. Since the ED is a people manager, he/she must also include a people management and development objective as one of their objectives.
4. Submit Draft Performance Plan to Leadership Development Crew
Once the ED completes a draft of his/her plan, they submit them to the Leadership Development Crew for approval no later than June 30th.
5. ED and Board Meet to Discuss Objectives and Core Competencies
Discuss changes or adjustments that may need to be made to the objectives. Also, review and discuss how the ED can demonstrate core competencies in the context of their job. Throughout the year the ED should record progress with regard to objectives and competencies in the Performance Plan.
6. Edit Objectives if Needed
Following the meeting, the ED should update their plan to reflect any adjustments to the plan that resulted from the meeting.
7. Board Approves Objectives
Once the Board approves the ED's objectives, the ED can track progress against his or her objectives and highlight examples of how he/she has demonstrated the core competencies.
8. Record Keeping
Copies of the ED's Performance and Development plans shall be kept with the ED and in the HR Committee personnel file. The copy kept with the HR Committee will be considered the most current approved active copy.

Record Progress

The ED should record comments on his/her progress in the Performance Plan and Development Plan. The Board will do the same. The Board's HR Committee will ensure the LDC is providing coaching and feedback throughout the year.

Instructions:

1. When to Record Progress

The ED can begin to note results as soon as the Board has approved his/her performance plan. Results should be noted whenever the ED achieves a significant milestone in his/her work. Results should be updated continuously throughout the year rather than waiting until a mid-term or annual discussion is scheduled.

2. Where and How to Record Progress

In the performance plan document: Enter comments describing:

- The "what" - progress related to the school objective, or
- The "how" - examples of behaviors the ED has exhibited that are aligned with the position's core competencies.

3. Conversations With the Leadership Development Committee (LDC)

Conversations about performance, competencies and development should occur on a frequent basis throughout the year to accomplish the following:

- Track progress against objectives to ensure success.
- Ensure goals, responsibilities and priorities are in alignment with Amana's annual and strategic plans
- Prevent surprises at the year-end performance review

4. Include Development and Career Updates

As needed, progress related to the ED's Development and career aspirations should be noted. For example, comments related to completing a course mentioned in the Development Plan.

Mid-Year Review

The goal of Mid-Year conversation is to provide the ED with a roadmap to accomplish his/her performance objectives and discuss the extent to which he/she is demonstrating core competencies. The Mid-Year review shall be completed in December.

The ED and the Board should be continuously communicating about the ED's performance throughout the year. The mid-year discussion is both a mandated checkpoint and a good opportunity to formalize a shared understanding of progress against performance.

Instructions:

1. Update Results

Prior to the discussion with the LDC, the ED should make sure his/her written comments and examples related to performance objectives, Amana competencies, development and career aspirations are updated and current in their individual Performance and Development Plans. These will provide the basis of the discussion.

2. Meet to Discuss Progress

The ED and the Leadership Development Crew conduct the Mid-year Review discussion focusing on progress against objectives and the extent to which the ED has demonstrated the Amana competencies within the context of their job. Progress may be rated as "On-track" or "Off-track".

3. Review Final Mid-Year Comments

Once the mid-year discussion has taken place, the Leadership Development Crew will enter comments, indicate On-track or Off-track, and enter the date of the conversation.

360° Evaluation

360° assessments provide the best feedback to school leaders because they incorporate the input of all members of the school's community. The format of the evaluations' output shall be in a form that provides the ED with valuable insights for improving their leadership skills and should inform the ED's development plan. It is critical that the timing of the evaluations is such that the ED can take action on feedback prior to the year-end discussion.

1. Professional 360 Assessment

This type of assessment is intended to be taken by the ED themselves, the Governing

Board members, and all staff members in the school. All respondents shall respond to the same items about the ED leadership behaviors. This assessment shall be administered in February, the timing of which should be incorporated in the Board's annual calendar.

2. Meet to Review Results

When the ED receives a report with the results of the professional 360° assessment; the report will allow the ED to compare his or her own ratings on each of a set of core components/key processes against the ratings given by staff and the Board. In this way, the ED can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed. The ED and LDC shall meet no later than two weeks after the assessment to review the report and to discuss adjustments primarily to the *Development Plan*. Adjustments may also be made to the Performance Plan's competency section.

3. Parent Survey

In addition to the Professional 360 Assessment, the school must administer a parent survey at least once a year per Amana's Charter. This type of survey is intended to be taken by Amana's parent community to gain feedback on all aspects of the school's operation, yet it must include questions related to school leadership in general and the ED's position in particular. It will likely differ significantly in format and content from the Professional 360° Assessment. All respondents shall respond to the same items about the ED leadership behaviors. The timing for the parent survey shall be in April at the discretion of the Board.

4. Meet to Review Results of Parent Survey

Results of the parent survey will serve as a valuable proof point of the ED's leadership. The ED and LDC shall meet no later than two weeks after the survey to review the report and to discuss updates and adjustments both the *Performance and Development* plans. Key metrics (such as overall parental satisfaction) shall be updated and rated in the *objectives* section of the ED's Individual *Performance Plan*. Adjustments may also be made to the Performance Plan's *competency* section based on the quality of the feedback.

Year End Review

The ED shall submit his/her self assessment in the Performance Plan and have a discussion with the LDC to review his/her performance for the year by May. The Year End Review is the final checkpoint for the year and provides the basis for the ED’s contract and compensation.

Instructions:

1. The ED Completes a Self-Assessment

An honest self assessment needs to include the following considerations. The ED shall assign their own rating of their performance against each of the Objectives and Amana Competencies using the rating scale below in addition to the following content:

- A summary of achievements against performance objectives
- Examples of how he/she demonstrated the core competencies
- A summary of other accomplishments or factors that impacted performance
- Thoughts on barriers that made it difficult or prevented achieving desired results
- Thoughts on additional support needed to help success in the coming year

Performance Rating Scale

Performance Ratings: Objectives (the “Whats”)	
Exceptional Performance [EP]	<ul style="list-style-type: none"> • Consistently delivers outstanding results, <u>exceeds</u> expectations and accountabilities. • <u>Exceeds aggressive, difficult and complex objectives.</u> • Results add significant value to Staff, School, and Parents/Students.
Successful Performance [SP]	<ul style="list-style-type: none"> • Consistently delivers all agreed upon results, <u>meets expectations</u> and accountabilities. • Results add significant value to Staff, School, and Parents/Students.
Developing Performance [DP]	<ul style="list-style-type: none"> • <u>Sometimes meets</u> agreed upon results, but not all expectations and accountabilities.
Not Meeting Performance Expectations [NM]	<ul style="list-style-type: none"> • <u>Performance falls below</u> agreed upon results and expectations on multiple critical accountabilities.
Performance Ratings: Competencies, Skills, & Knowledge (the “Hows”)	
Exceptional Performance [EP]	<ul style="list-style-type: none"> • <u>Excels</u> in demonstrating the competencies (skills, knowledge, and behaviors) role requires. • <u>Behaviors embody</u> Amana’s core values and serve as a role model and catalyst for helping others understand and live the values.
Successful Performance [SP]	<ul style="list-style-type: none"> • <u>Fully demonstrates</u> the competencies (skills, knowledge, and behaviors) required for role. • <u>Behaviors consistently align</u> with Amana values; and role models understanding and commitment to our educational values.
Developing Performance [DP]	<ul style="list-style-type: none"> • <u>Demonstrates</u> many of the competencies (skills, knowledge, and behaviors) required for role but not full range and is developing capabilities in other skill and knowledge areas. • <u>Behaviors are aligned</u> with our School values; and understanding and commitment to Amana values is demonstrated.

**Not Meeting [NM]
Performance Expectations**

- Does not consistently demonstrate many of the competencies (skills, knowledge, and behaviors) required for role. Significant improvement is required.
- At times, behaviors are not fully aligned with Amana values; and understanding and commitment to Amana values is not consistently demonstrated.

2. Year-End Discussion

The ED and the Leadership Development Committee meet to discuss the ED's performance including results of the 360° Evaluation. In general, the LDC will not communicate the ED's rating during the initial meeting. Rather, this is a two-way exchange of views. Both parties should be prepared to discuss the following:

- What went well this year?
- What are you most proud of?
- Why do you feel you met, exceeded or failed to meet a particular objective?
- What barriers did you face?
- What do you see as your strengths?
- What additional support do you need from the Board?

Close Out

The final stages of this process are for the Board to agree on final ratings and share performance ratings and compensation with the ED. Close Out should be completed by June.

Instructions:

1. Finalize Ratings

After having the Year-End discussion, the Leadership Development Crew will summarize input and ratings in the Performance Plan and provide a final plan to the entire Board for Review along with the ED's contract for reference. The Board's HR Committee will schedule and host a Board Executive Session (private meeting) to get Board Approval for the final ratings and for any ED compensation adjustments, including bonus at the discretion of the Board.

2. Meet for Ratings and Rewards Discussion

Once the Board approves final ratings and potential compensation adjustments, the Leadership Development Crew will meet with the ED to share ratings and rewards.

The Executive Director's Development Plan

The ED's Development Plan captures goals to help him/her perform better in their role. It is typically created once the Performance Plan Objectives have been approved and should be submitted to the LDC by the September Board meeting. Unlike the annual Performance Plan, the Development Plan covers a timeframe of more than one year. The Development Plan consists of two components: (1) Specific Development Action Plans and (2) A Summary of Strengths and Development Areas. Meaningful Development Plans result from discussion and collaboration between the ED and the Leadership Development Committee members.

Instructions:

1. Research Development Ideas

Based on the performance objectives and discussion of Amana competencies, the ED may research ways to develop and increase their contribution to the School. Resources that should be considered are:

- EL Schools Training
- Business courses
- On-the-Job Training
- Educational Leadership Associations
- 360 Feedback
- Mentors

2. Enter the Plan for Development

After researching development ideas, the ED should complete their Development Plan by Identify detailed action steps for development, each related to a specific performance objective, core or functional competency.

- *Summarize strengths*

Highlight 2-3 strengths (competencies or skills) that should continue to be leveraged and developed to impact results.

- *Summarize development areas*

Enter 2-3 areas for development that would increase the ED's ability to impact academic, operational, and financial results. When finished, the ED shall submit their Development Plan to the LDC.

3. Discuss Plan with LDC
4. Enter Additional Comments

Record Progress

The ED should record comments on his/her progress in the Development Plan. The Board's HR Committee will ensure the LDC is providing coaching and feedback throughout the year.

Instructions:

1. When to Record Progress

The ED can begin to note results as soon as the Board has approved his/her development plan. Results should be noted whenever the ED achieves a significant milestone in his/her work. Results should be updated continuously throughout the year rather than waiting until a mid-term or annual discussion is scheduled.

2. Where and How to Record Progress

Enter comments describing: The "how"-examples of behaviors the ED has exhibited that are aligned with the position's core competencies.

3. Conversations With the Leadership Development Committee (LDC)

Conversations about competencies and development should occur on a frequent basis throughout the year to track progress.

4. Include Development and Career Updates

As needed, progress related to the ED's Development and career aspirations should be noted. For example, comments related to completing a course mentioned in the Development Plan.

Mid Year and Year End Review

The midyear and year end reviews shall serve as more formal milestones in reviewing progress against the ED's Development Plan. While no ratings will be assigned to specific objectives, as this plan is meant for the ED's individual professional development. However, the Board will rate the ED on his/her demonstrated commitment to the professional development of themselves and the school's staff.