



Practicing the Leadership Measurement Tools

Leadership Evaluator Learning Task: Determining Inter-rater Reliability with Leadership Scenarios 2013

The purpose for this learning task is to practice recognizing the Standards, Performance Expectations, and Indicators and use the Educational Leadership Measurement Tool to record levels of performance.

Each of the following scenarios is a practical vignette illustrating the Leadership Standards, Performance Expectations, and Indicators in action.

First, read the short vignettes and select the **Performance Expectation(s)** that are described by the evidences in the vignette. Rate the effectiveness performance level using the accompanying score sheet.

Second, discuss and compare at your table what decisions you made about the Performance Expectations represented in the vignettes and how you arrived at the rating levels for the Performance Expectations.

Scenario 1: Mr. Alice Cooper, Principal Westside High School

You are the supervisor of the principal of Westside High School. Mr. Alice Cooper has just completed his first year as the building level administrator. The State Assessment scores indicate continued declining scores. When you interview the English department you learn that they do not believe that all students can attain high levels of performance in the writing proficiency areas. In other words, they do not ascribe to the school's vision that "all students can learn." You visit with Mr. Cooper and he shares with you that the problem is that the curriculum is not aligned with the Utah State ELA Core Standards and the state assessment is considered a "necessary evil" by teachers at his school. He also confesses that the Westside HS teachers have maintained (and still are maintaining) that they "are teaching what the students need to know." You question Mr. Cooper about his plan to align teachers' course curriculum with the Utah Core Standards and he tells you that he plans to have the teachers bring their curriculum and assessment materials to a meeting that he conducts to review the alignment and work on re-aligning the total ELA program at the school. His plan is that each teacher will be expected to work with the entire "department" in a collaborative endeavor to align the curriculum, reconfigure the classroom assessment tools, and improve ELA assessment scores in their area.

As the supervisor, you are unsure that one meeting will accomplish all that Mr. Cooper hopes to achieve. You decide to attend the meeting and observe Mr. Cooper in action. About half of the teachers in the school are in attendance at the meeting. Mr. Cooper is in front of the group with a PPT relating appropriate information regarding the school's vision to achieve the goals of aligning the curriculum and assessment tools. He explains his plan and asks for questions. The bell to begin 1st period rings in the middle of the PPT presentation.

Since the PTA president was at the meeting, you approach her and ask her about her impression of the school's vision and mission. She tells you that she is not really sure what a vision is, but she knows that Mr. Copper is a really nice person who cares about students and wants them to be successful and achieve. She tells you that she has never attended a strategic planning meeting at the school and wonders what the accreditation process will entail since she heard from one of the English teachers that the school will be going through accreditation next year.

Scenario 1 Effectiveness Rating:

1. What Performance Expectations are pertinent to this scenario?
2. Are you able to mark Mr. Cooper's level of effectiveness? What rating would you select on each pertinent Performance Expectation after you observed, viewed documents, and interviewed the stakeholders listed above? Why?
3. Since this is a formative evaluation, what other types of evidences might you need to rate Alice Cooper's effectiveness? What documents, other observation venues, and interviews might be appropriate? What questions do you still have in order to rate Mr. Cooper in a summative evaluation?

Scenario 2: Meet George Jettson

This is George Jettson's tenth year as principal of the K-6 elementary school that has a population of 950. The largest grade levels are Kindergarten and First grade, indicating a growing number of young children in the building. The school is located on a busy highway with no help from the city providing crossing guards. Before the increase in the Kindergarten and First Grade classes, the grade K-2 playground had been significantly away from the dangers of the highway. Under current grade level size, Mr. Jettson is considering moving the K-2 playground to the larger playground located near the highway. No fence has been built across the field on the highway side, however. Mr. Jettson is very aware of the potential safety hazard and has decided he must do something before plans are made for the move. He contacts his supervisor at the district office and informs her about projections of student enrollment, community input and concerns, his plan to move the playground, and his contact with city officials in which he had already asked for more city assistance.

As the supervisor, you listen to Mr. Jettson's concerns and make an effort to visit the site. You take a walk-through of the building and grounds with Mr. Jettson to see the concern he has told you about. It is obvious that he has completed a thorough investigation and compiled unbiased data about the situation. You ask to see minutes of the community meetings, information notes about the number of cars on the highway during school hours, and recess schedules for all grade levels. You talk with Mr. Jettson about his options and he further advocates quite passionately for additional funds to provide a new fence at the far end of the playground.

You are aware of an upcoming issue that the school board will address and you tell Mr. Jettson what you know. You inform him that the high school has traditionally won the state championship in football for the division in which they play. It is a tremendous source of pride in the community that the football stadium, the press box, and the football equipment are the best in the state. The identity of the community in this school feeder area revolves around football. You tell Mr. Jettson that you will have to think about the situation and you will get back to him. Mr. Jettson makes one more heartfelt plea for the funds to build the fence.

At the school board meeting a month later, the Superintendent announces a surplus of \$5000 in the feeder system budget. The high school athletic department has prepared a formal presentation pleading that the surplus be spent on a new, improved video camera and additional sport equipment, total cost of which is the full \$5000. This purchase would give the athletic department a "much needed" fifth camera.

At the same school board meeting, Mr. Jettson urgently makes an off-the cuff oral request that the money be spent on a fence which would separate the end of the space now needed for the school's K-2 playground from the highway.

Without discussion, the board votes to buy the camera for the high school football program. Mr. Jettson is disappointed to say the least, but begins to make contingency plans to keep the students safe until he can compile more data for his supervisor. As his supervisor, you are annoyed that Mr. Jettson spoke out at the board meeting. You decide to make further arrangements to visit his school.

Scenario 2 Effectiveness Rating:

1. What Performance Expectations are pertinent to this scenario?
2. What additional evidence do you need to rate Mr. Jettson? What documents, interviews, or observations might you do?
3. What level of effectiveness would you mark after you observed, viewed documents, and interviewed appropriate stakeholders?

Scenario 3: All in a Day's Work

Dr. Peggy Lee was recently appointed the principal of Jimmie Cricket Middle School, population 1005. The school was built as the result of a restructuring effort supported by a major intercity district plan to address a trend of declining enrollment and eroding economic conditions in the heart of Fever City. The new school represented the consolidation of three older buildings and a staff of veteran teachers.

One of the schools that experienced consolidation had enjoyed a long running reputation for excellence and had active involvement from parents and small businesses in the area. State assessment scores showed that the students did well in comparison to other students in the rest of the state. The curriculum was considered traditional and emphasis was placed on the very basic skills. Technology amounted to one computer in each classroom used mainly for marking grades and attendance.

The two other schools involved in the new school project were very similar in that they were in the very poorest part of the city and children were historically very poor performers on state level assessments. Parent involvement was limited and little effort was made on the part of the previous school principals to interact with parents. Teacher morale at both of these schools could be described as poor.

As the assistant superintendent, you have a keen desire to see Dr. Lee be successful. You tell her that the reason held by central office for consolidation was to have these areas of the district begin with a "fresh start" with new leadership and a new sense of direction. Unfortunately the three areas involved in the move do not support this direction. The problems associated with reduction in staff made the situation even worse.

The new principal, Dr. Lee is proud of her new building and the state-of-the-art technology in every room, including wireless Internet, smart boards, and document cameras. Her vision for the use of the building, the instruction of the students, and involvement of the parents and community has been communicated to you, her supervisor. You attend an initial faculty meeting where you see the entire staff learning about each other's background and expertise. You watch as the faculty, staff, and the newly elected PTA president, School Community Council members, and city mayor interact and discuss shared values and beliefs about all students learning in a safe, technologically advanced, and purposeful environment. The agenda includes a list of goals that Dr. Lee hopes to be internalized into the school's Strategic Plan with the support and input of the faculty and community. On the wall you see the District's recently revised mission statement with a blank wall chart underneath with the heading, "Jimmie Cricket Middle School Mission."

You can see that Dr. Lee wants to come over and talk to you, but she doesn't because she is leading the professional learning for the staff. She is confident and expressive in her concern for equitable treatment of all the students. On the way out you hear someone say to another participant, "I usually hate the first days back to school, but this is a breath of fresh air. I am actually enjoying this and beginning to see some positive reasons for this consolidation."

Scenario 3 Effectiveness Rating:

1. What Performance Expectations are pertinent to this scenario?
2. What level of effectiveness would you mark after you observed, viewed documents, and interviewed appropriate stakeholders?
3. What additional evidence do you need to rate Dr. Lee? What documents, interviews, or observations might you want to do in the future?