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Enactment Date	8/12/15 <i>OR</i>



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

Memo

To Board of Education

From Allen Smith, Chief of Schools

Board Meeting Date August 12, 2015

Subject **SERVICES AGREEMENT WITH NEW LEADERS, INC.**

Action Requested **APPROVAL OF SERVICES AGREEMENT WITH NEW LEADERS, INC.**

Background and Discussion

One paragraph summary of the scope of work.

New Leaders shall assist the District in improving principal and school performance across by developing the individual and collective skills of Network Superintendents in alignment with the District's vision and goals. New Leaders will also work closely with District leaders, supporting their efforts to fundamentally transform their work and relationships with schools to ensure District-wide teaching and learning improvement. Principal supervisors (i.e., Network Superintendents) play a critical role in facilitating improved student outcomes. When district leaders are aligned and well supported they can lead effective performance management cycles: defining roles; setting clear expectations; providing coaching and supports for professional growth; culminating in the evaluation of principal performance.

New Leaders will work with the Chief of Schools and Network Superintendents and other district leaders to revise the role principal supervisors play within the District. Once we have established the role and expectations, we coach principal supervisors to make an important shift from compliance monitoring to developing principal practice.

The Agreement is for the term from July 1, 2015 to June 30, 2016, in an amount not to exceed \$385,000.00.

Recommendation **Approval of Services Agreement with New Leaders, Inc.**

Fiscal Impact Funding resource name: GP \$385,000

Attachments

- Services Agreement

SERVICES AGREEMENT

THIS CONSULTING AGREEMENT (this "Agreement") is entered into as of August 1, 2015 (the "Effective Date") between New Leaders, Inc., located at 30 West 26th Street, 9th Floor, New York, NY 10010 ("New Leaders"), and Oakland Unified School District ("District" or "OUSD").

WHEREAS New Leaders is a national 501(c)(3) not-for-profit organization incorporated in Massachusetts; and

WHEREAS District is a school district in the state of California; and

WHEREAS District is retaining New Leaders to provide services related to developing the individual and collective skills of OUSD's Network Superintendents in alignment with the District's vision and goals.

Therefore, in consideration of the foregoing premises and the respective agreements hereinafter set forth and the mutual benefits to be derived therefrom, New Leaders and District hereby agree as follows:

1. Services. New Leaders hereby agrees to provide services for District as described in Schedule 1 hereto, as may be amended by the parties upon mutual agreement in writing (the "Services"). New Leaders will perform the Services and other duties provided in this Agreement to the best of New Leaders' ability, in a trustworthy, efficient, professional and workmanlike manner, and will comply with District's policies and procedures pertaining to third-party consultants in all material respects to the extent it is informed of such policies and procedures by District. New Leaders may use consultants and other subcontractors to provide the Services without prior approval by District. While New Leaders will attempt to comply with District's requests for specific individuals to perform the Services, New Leaders shall be responsible for assigning and reassigning New Leaders' employees and consultants, as appropriate, to perform the Services.

2. Term. The Term of this Agreement will begin on the Effective Date and terminate on June 30, 2016 unless earlier terminated as provided herein.

3. Parties' Relationship. New Leaders is and will remain an independent contractor and will not constitute an employee, agent or representative of District for any legal, tax or other purposes. New Leaders will not directly or indirectly incur, create, or assume any liability, obligation or commitment, contractual or otherwise, for, on behalf of, or in the name of District, except as expressly agreed to in writing by District.

4. Compensation. In consideration for the Services, District agrees to pay New Leaders a flat fee of three hundred and eighty-five thousand dollars (\$385,000.00) ("Fee"). The Fee includes all labor, equipment, communications costs, materials and other disbursements required by New Leaders to complete the Services, and District will not pay additional compensation for such costs or expenses. Fifty percent (50%) of the Fee shall be due upon approval of this Agreement by the OUSD Board, and the remaining fifty percent (50%) of the Fee shall be due on or before January 1, 2016. District will pay such invoices within thirty (30) days of receipt. Upon reasonable prior notice, District, at its own expense, shall have the right to audit New Leaders' records to substantiate invoicing and payment for the Services.

5. Confidentiality.

(i) "Confidential Information" shall mean information of a confidential and proprietary nature revealed by or through a party (whether in writing, orally or by another means) to the other party in connection with this Agreement, including, without limitation, (i) all forms and types of educational methods and training materials, financial, business, scientific, technical, economic, or engineering information including patterns, plans, compilations, program devices, formulas, designs, prototypes, methods, techniques, processes, procedures, programs or codes, whether tangible or intangible, and whether or how stored, compiled, or memorialized physically, electronically, graphically, photographically, or in writing; (ii) information traditionally recognized as proprietary trade secrets; (iii) all copies of any of the foregoing or any analyses, studies or reports that contain, are based on, or reflect any of the foregoing; and (iv) any information marked as confidential by a Party.

(ii) Each Party acknowledges that, through the performance of the Services, it may have access to Confidential Information. Each Party agrees not to publish or otherwise disclose to any person, without specific permission by the other Party, any Confidential Information, nor to use said Confidential Information for any purposes not related to the Services, unless any Confidential Information (i) is or becomes generally known to and available for use by the public other than as a result of a Party's acts or omissions in breach of this Agreement, or (ii) is required to be disclosed pursuant to applicable law or court order. In the event that a Party is requested or required by law or court order to disclose any Confidential Information, that Party will provide the other Party with prompt notice of such request or requirement in order to enable the other Party to seek an appropriate protective order or other remedy (and if a Party seeks such an order or remedy, the other Party will cooperate with it, at the expense of the Party seeking the order or remedy, in connection therewith). Upon expiration or termination of the Agreement, or at any other time a Party ("Disclosing Party") may request in writing, the other Party ("Receiving Party") will deliver to Disclosing Party or, at Disclosing Party's option, destroy, all Confidential Information and other documents relating thereto, that Receiving Party may then possess or have under his or her control, provided that Receiving Party will not be required to deliver to Disclosing Party or destroy any materials in Receiving Party's possession that were obtained or prepared by Receiving Party prior to the engagement hereunder or outside the scope of the Services. The parties hereto agree that Disclosing Party would suffer irreparable harm from a breach by Receiving Party of any of the covenants or agreements contained in this Section 5. In the event of an alleged or threatened breach by Receiving Party of any of the provisions of this Section 5, Disclosing Party or its successors or assigns may, in addition to all other rights and remedies existing in its favor, apply to any court of competent jurisdiction for specific performance and/or injunctive or other relief in order to enforce or prevent any violations of the provisions hereof without the requirement of posting any bond.

6. Data. Subject to Section 7 below, any data or other material furnished by District for use by New Leaders under this Agreement ("Data") shall remain the sole property of District. In addition, District shall be solely responsible for determining the existence of, and complying with, any laws applicable to the protection of Data as such laws and regulations may apply to the Services. For the avoidance of doubt, each Party acknowledges and agrees that it will abide by the requirements of the Family Educational Rights and Privacy Act, as applicable.

7. Intellectual Property.

(a) The Parties acknowledge and agree that New Leaders retains and exclusively owns all right, title and interest in and to its intellectual property rights, including but not limited to: (i) inventions, patents and patent applications; (ii) trademarks, service marks, designs, logos, trade names, Internet domain names; (iii) copyrights or other works of authorship (whether or not copyrightable); (iv) trade secrets, know-how, processes, methodologies, techniques, ideas, and concepts; and (v) technology and software (collectively, the "New Leaders IP"). For the avoidance of doubt, the New Leaders IP

includes any works authored or developed by New Leaders in connection with this Agreement. No license is granted in, to or under the New Leaders IP other than as expressly set forth herein.

8. Representations and Warranties.

(a) New Leaders represents and warrants to District that New Leaders has the right and authority to enter into and perform its obligations under this Agreement and that it will comply with any applicable law in carrying out its obligations under this Agreement. Except as expressly stated in this Agreement, New Leaders makes no other warranties, express or implied, including, without limitation, any implied warranties of merchantability, fitness for a particular purpose, non-infringement, or otherwise.

(b) District represents and warrants to New Leaders that it has the power and authority to enter into and perform its obligations under this Agreement and that it will comply with any applicable law in carrying out its obligations under this Agreement. In addition, New Leaders shall be entitled to rely on all District decisions and approvals.

9. Indemnification. District hereby agrees to indemnify, hold harmless, and defend New Leaders and/or its subsidiaries, affiliates, employees, officers, directors, agents, or other partners from and against any claim, demand, loss, damage, or other liability, including reasonable attorneys' fees and expenses, (collectively, "Claims") arising out of or related to any breach of this Agreement by District, except for Claims arising out of the negligence, recklessness or willful misconduct of New Leaders. New Leaders will give District prompt notice of any claim asserted against it on the basis of which New Leaders intends to seek indemnification from District as herein provided (but the obligations of District under this Section will not be conditioned upon the receipt of such notice). The indemnification provisions of this Section will not require payment as a condition precedent to recovery.

10. Limitation of Liability. In no event shall New Leaders or its officers, directors, trustees, employees, or other representatives be liable to District or any other person for any indirect, incidental, special, exemplary, consequential, or punitive damages, including loss of profit or goodwill, for any matter arising out of or relating to the Services or this Agreement, whether such liability is asserted on the basis of contract, tort, or otherwise, even if New Leaders has been advised of the possibility of such damages. New Leaders' total liability to the District for all damages arising from or relating to the Services or this Agreement shall be limited to the amount of the Fee paid by District.

11. Termination. This Agreement will terminate: (a) immediately upon the insolvency or bankruptcy of New Leaders or District, (b) by either Party, upon material breach of any of the other Party's duties under this Agreement, provided that the breaching Party has failed to cure such breach within thirty (30) days following a written notice of such breach by the terminating Party, or (c) by either Party, at its option, at any time, for any reason, or no reason whatsoever, upon thirty (30) days notice to the other Party. In the event of termination hereunder for any reason, New Leaders will, upon receipt of notice from District, take all necessary steps, as specifically directed by District or otherwise, to bring New Leaders' work to a close in an orderly manner; furnish to District all results and proceeds of the Services to date and a status report on outstanding and in process work; and make best efforts to keep expenditures for this purpose to a minimum. The following provisions survive the termination of this Agreement for any reason whatsoever: Sections 5 (Confidentiality), 7 (Intellectual Property), 8 (Representations and Warranties), 9 (Indemnification), 10 (Limitation of Liability) 11 (Termination), and 12 (Miscellaneous).

12. Miscellaneous.

(a) Complete Agreement. This Agreement embodies the complete agreement and understanding among the parties and supersedes and preempts any prior understandings, agreements or representations by or among the parties, written or oral, which may have related to the subject matter hereof in any way.

(b) Severability. If any provision of the Agreement is found by a court of competent jurisdiction to be invalid, the parties nevertheless agree that the court should endeavor to give effect to the Parties' intentions as reflected in the provision, and the other provisions of the Agreement will remain in full force and effect.

(c) Waiver. The failure of either District or New Leaders to insist upon strict performance of any of the provisions of this Agreement will not, in any way, constitute a waiver of its rights under this Agreement, at law or in equity, or a waiver of any other provisions or subsequent default by the other Party in the performance of or compliance with any of the terms of this Agreement.

(d) Counterparts. This Agreement may be executed in separate counterparts (including by means of facsimile, PDF, or electronically), each of which is deemed to be an original and all of which taken together constitute one and the same agreement.

(e) Assignment. Neither Party may assign its rights or delegate its duties or obligations hereunder without the prior written consent of the other Party. This Agreement shall be binding upon and shall inure to the benefit of the Parties' successors and permitted assigns.

(f) Choice of Law and Jurisdiction. This Agreement will be governed by and construed in accordance with the laws of the State of California, without giving effect to any choice of law or conflict of law provision or rule. EACH PARTY TO THIS AGREEMENT HEREBY WAIVES ALL RIGHTS TO TRIAL BY JURY IN ANY ACTION, SUIT, OR PROCEEDING BROUGHT TO RESOLVE ANY DISPUTE BETWEEN THE PARTIES HERETO.

(g) Amendment. This Agreement may be amended or supplemented only by a written agreement of District and New Leaders.

(h) Headings. The headings of the sections of this Agreement are for reference purposes only and will not constitute a part hereof or affect the meaning or interpretation of this Agreement.

(i) Notices. Any notice required to be given under this Agreement will be in writing and will be deemed to have been duly given if delivered by personal delivery, or certified mail, return receipt requested, postage prepaid, to the following addresses, with a copy sent by email to the address noted:

If to District:

Allen Smith, Chief of Schools
Oakland Unified School District
1000 Broadway, Room 600
Oakland, Ca 94607
Allen.smith@ousd.org

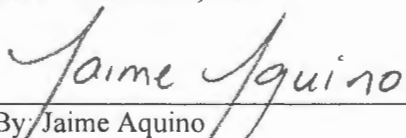
If to New Leaders:

Laura Kadetsky, General Counsel
New Leaders, Inc.
1003 K Street NW, Suite 500
Washington, DC 20001
lkadetsky@newleaders.org

Notice will be effective when received as indicated on registered mail or other delivery receipt.

IN WITNESS WHEREOF, New Leaders and District have caused this Consulting Agreement to be duly executed and delivered on the date first above written.

NEW LEADERS, INC.

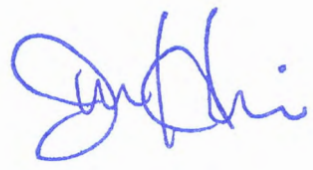

By: Jaime Aquino


Date: July 24, 2015


By: Laura B. Kadetsky

Date: July 24, 2015

OAKLAND UNIFIED SCHOOL
DISTRICT


James Harris
President, Board of Education


Antwan Wilson
Superintendent and Secretary, Board of
Education

File ID Number: 15-1488
Introduction Date: 8/12/15
Enactment Number: 15-1247
Enactment Date: 8/12/15
By: AD

Approved As to Form


Jacqueline Minor, General Counsel

The District verifies that the New Leaders does not appeal on the Excluded Parties List at (<https://www.sam.gov/>).

Schedule 1

OAKLAND UNIFIED SCHOOL DISTRICT DEVELOPMENT AND SUPPORTS FOR NETWORK SUPERINTENDENTS

New Leaders shall assist Oakland Unified School District (OUSD) in improving principal and school performance across the District by developing the individual and collective skills of OUSD's Network Superintendents in alignment with the District's vision and goals. New Leaders will also work closely with District leaders, supporting their efforts to fundamentally transform their work and relationships with schools to ensure District-wide teaching and learning improvement.

Principal supervisors play a critical role in facilitating improved student outcomes. When district leaders are aligned and well supported they can lead effective performance management cycles: defining roles; setting clear expectations; providing coaching and supports for professional growth; culminating in the evaluation of principal performance. In our work with district leaders we leverage our belief that effective leadership practices have a direct impact on academic performance. We use our instructional expertise to create stronger school systems that are able to grow and sustain talent. We seek out teams who are committed to growing and adapting their work through dynamic communities of practice.

We work with chief academic and school officers and other district leaders to revise the role principal supervisors play within the district. Once we have established the role and expectations, we coach principal supervisors to make an important shift from compliance monitoring to developing principal practice. We facilitate learning experiences among the principal supervisors that use data to diagnose and solve challenges, build common language around effective leadership and develop skills that can be used to support and develop school level leaders. This leads to the strengthening of structure, content, and distinct supports for cohorts of principals that increase system capacity.

Based on this premise, we will support the sustainable development of OUSD's leadership pipeline by providing professional development to Network Superintendents that will build their capacity to support effective instructional leaders.

OUTCOMES

By the end of the 2015-16 school year, Network Superintendents will:

- Develop a strong community of practice that builds collective capacity within the group and across the system
- Effectively integrate multiple forms of data, at the school and system level, into their practice to inform coaching, evaluation, and principal pipeline development
- Plan and manage their time to ensure instructional leadership activities consume the majority of each day
- Balance their roles as coach and evaluator to provide consistent feedback and support to school leaders
- Conduct reliable and rigorous evaluations of principals that effectively differentiate performance levels

Network Superintendents and principals will:

- Share ownership of the school's and system's key goals
- Develop a common understanding of effective instructional leadership and actions school leaders can take to improve instruction

NETWORK SUPERINTENDENTS SUPPORT

Network Superintendents Support includes four essential components to provide opportunities for guided practice, reflection, and multiple sources of feedback. These formats include: community of practice sessions, learning walks, videos of practice and individual check-ins. Through these activities, we support Network Superintendents in navigating the performance management cycle.

1. **Community of Practice Sessions.** (20-30 days total) Sessions led by a New Leaders facilitator, with portions also led by a Senior New Leaders Executive. New Leaders believes that communities of practice - designated time to engage in collegial, rigorous, transparent conversations and activities carefully designed to deepen knowledge of promising instructional, organizational, and leadership practices - support District-wide improvement. New Leaders will support and facilitate learning experiences among the Network Superintendents that use data to diagnose and solve challenges, build common language around effective leadership and develop skills that can be used to support and develop school level leaders (please see the detailed chart of possible development session topics on the next page). These sessions will provide the time and structure for the Network Superintendents to learn with and from each other. The processes used to drive the learning of the community of practitioners will be designed to:
 - Help each individual and the group make meaning of knowledge, skills, and practices;
 - Build collective capacity within the group and across the school and system; and
 - Create a safe space where failure is an opportunity to grow and gain greater proficiency.
2. **Learning Walks.** (10 total) To build a common definition of effective leadership, collect evidence of practice, and calibrate assessments of school performance, we structure common learning walks. In advance of the learning walk, the Network Superintendent who is working with the leader of the school presents the school's data, the leader's goals and evidence they have collected up to that point in the year. At this point, the rest of the community of practice asks questions and they identify focus areas for the visit. The school visit begins with a principal meeting where the building leader describes what we can expect to see during the visit, recent data, and areas that the school team has focused on during professional learning sessions. The team divides into pairs or trios to visit bands of classrooms. Following the classroom walkthroughs, each team outlines the evidence they observed and then presents it out to the rest of the team. At this point, the group begins to make meaning of the data by asking: What are the trends the group observed? What are outstanding questions the group has for the building leader? From the observations collected, the team then identifies and prioritizes three to five areas of feedback that the Network Superintendent will share back with the building leader.
3. **Videos of Practice.** (5-7 per Network Superintendent) To foster reflection, we ask members of the community of practice to record their practice. Videos might include: Network Superintendents facilitating professional development, providing individual principals feedback or working with a principal and her/his leadership team. We use these videos to provide the Network Superintendents with individual feedback on authentic moments. As the community of practice is built, we also ask Network Superintendents to share videos with their peers to learn from one another and to develop common practices across the District. The District will inform New Leaders and OUSD employees taking videos of any District regulations or other requirements for recording in District schools, will coordinate with New Leaders to prepare any documentation for such recording, and will assist New Leaders in obtaining any documentation for such recording.

4. **Individual Check-ins.** (8-10 per Network Superintendent) Each month, we conduct phone check-ins with individual Network Superintendents to learn more about how they feel their work is progressing, hear individual updates, and to provide individual support. In addition to individual support we use these calls to identify trends across schools and across the community and use the information gathered to set agendas and determine topics for future community of practice sessions.

Through these activities, we are able to differentiate the content to meet the needs of both veteran and new Network Superintendents who are making the transition from successful school leader to District leader. The community of practice structure specifically allows us to leverage the knowledge and expertise of Network Superintendents with longer tenure while the individual coaching sessions help us ensure that we are also addressing their needs and current areas of growth. Similarly, we are able to use those structures to support newer Network Superintendents by helping them to identify and avoid common pitfalls of new principal supervisors.

Key Content and Topics

We will work closely with senior OUSD leadership to ensure that all tools and training sessions are designed and implemented with tight alignment to the District's specific evaluation frameworks and priorities. For Network Superintendent trainings, we will co-plan and design all sessions with a senior District client to meet the specific needs of local principals and the District reform priorities. While our work will benefit from our experience supporting other cohorts of principal managers, we are fully supportive of tailoring our work in OUSD to the needs of the District.

Improving Practice Through Ongoing Feedback and Effective Coaching

We believe feedback and targeted coaching support changes to principal practice. We work closely with Network Superintendents to:

- Create natural and authentic ways to incorporate on-going feedback into a performance management cycle that culminates in accurate summative ratings of principal practice
- Give constructive and actionable feedback that is specific, evidence based, prompts reflection and provides strategies for improvement
- Practice providing learning focused feedback that specifies desired outcomes, stimulates principal problem solving, and includes concrete next steps for the principal to take
- Practice directly linking feedback to student work and the impact that current instruction is having on students

To support this work, New Leaders uses a feedback framework that helps Network Superintendents assess and diagnose the root cause of an issue, prioritize high leverage areas for immediate improvement, and develop a plan to monitor improvement. Once participants have experience using the tools we ask them to record feedback conversations with principals and provide them with feedback on their current work with principals.

Our feedback and coaching protocols are designed to help Network Superintendents facilitate the learning and growth of their principals. We use coaching to provide information, reflect current practice, and share expertise so Network Superintendents arrive at their own insights about how to improve practice and we believe that these skills are directly transferable to work with building leaders. Through guided practice our protocols have helped leaders create learning focused cultures that rely on the implementation of effective feedback. These practices will enable Network Superintendents to provide timely and relevant feedback that allows them to be responsive to the needs of the leaders and schools they support.

Additionally, to ensure that each principal is provided targeted supports, we assess the needs of each school and the growth areas for each leader. Once principals are assessed, based on their school's current performance and their skill level as a school leader we identify and match them with specific supports — we revisit this process several times a year to ensure that interventions are improving the principal's practice and to make adjustments when there is limited evidence of progress.

Topics for Network Superintendent Development		
Topics	Modules	Tools and Materials <i>(sample list – not exhaustive)</i>
Effective Coaching Strategies	<ol style="list-style-type: none"> 1. Leading coaching conversations to facilitate principal growth 2. Tailoring your coaching conversations 	<ul style="list-style-type: none"> • Coaching questions to facilitate conversations • “Follow-up and follow through” guidance documents to track coaching conversations
Actionable Feedback	<ol style="list-style-type: none"> 1. Engaging in difficult conversations <ol style="list-style-type: none"> a) Identify the elements of effective and ineffective difficult conversations b) Analyze and give feedback on difficult conversation role plays (using given and personal scenarios), identifying conversation missteps and effective moves. 2. Developing growth plan steps and guidelines for struggling leaders 3. Differentiating feedback and growth opportunities based on individual strengths and needs 	<ul style="list-style-type: none"> • Initiating Difficult Conversations Guiding Questions Template • Sample Completed Intervention Plan • Framework for difficult conversations • Role play scenarios • Coaching conversations protocol • Examples of seeking, accepting and acting on feedback • Solving adaptive challenges as a leadership team • Action-planning: opportunities to seek, accept and act on feedback

Cycles of Data

We integrate school and system level data into our work with Network Superintendents to ensure that quantitative data is used to inform coaching and feedback conversations. By using multiple forms of data, Network Superintendents are able to identify patterns and trends across the schools they support that allow them to target professional learning sessions and differentiate supports as needed. The process of data gathering and use begins with the principal goal setting process (described below) as the Network Superintendents identify specific student outcome goals as well as other key quantitative goals for school and principal performance. Coming out of the goal setting process, we will support the Network Superintendents in establishing ongoing cycles of data review, timed to match the cycle of interim assessment data in their schools.

As part of the Community of Practice work, we will develop and implement protocols for data analysis at the school network level to identify key trends and areas for improvement. We will also help the Network Superintendents establish parallel structures for cycles of data review for their principals and leadership teams within their networks.

Managing Principal Performance

Performance management can help school leaders and their supervisors identify targeted growth areas, develop specific goals and actions plans and receive assessments of their practice. To support effective performance management cycles, New Leaders works with Network Superintendents to agree upon common evaluation processes and calibrate evidence to ensure that every principal has an accurate assessment of their practice. As a part of the performance management work we seek to:

- Support principal growth by providing structured guidance on *how* to improve student outcomes
- Develop systems that will be consistent and equitable across the District

Key Components of the Performance Management Process

School Assessment and Goal Setting — To ensure schools make progress, leaders need to match their actions with the needs of the school. Using the District's evaluation rubric, we establish common protocols and standards for reviewing data to inform goals and to ensure that leaders identify goal areas that match the needs of their school.

Evidence Collection and Analysis — It is not always possible to see the actions a leader takes to improve school performance so, to accurately measure the impact of effective leadership, we provide guidance on how to collect and assess evidence. We begin by identifying a common definition of evidence and work with each Network Superintendent to discuss how they will be organizing the evidence available to them.

As a community, we determine how different types of evidence will be considered and using evidence collected we map the evidence back to the evaluation rubric to assess how aligned (or misaligned) the superintendents are in their assessment of practice. In places where there seems to be misalignment, we lean heavily on the rubric to discern how the evidence should be considered and work to calibrate our assessment.

Principal Improvement Plans — When coaching and other interventions are not sufficient we work with the Network Superintendents to determine more formal interventions for principals. We help determine criteria for being put on a plan and define how progress on plans will be assessed to ensure that there are some common standards for improvement plans.

Mid-Year and End-of-Year Evaluation Calibration and Preparation — To assess principal progress we complete a talent analysis and map each leader in the District against the performance ratings outlined in the evaluation model. Using this map we are able to notice trends about ratings and to ask questions about how preliminary ratings were determined. We then ask each Network Superintendent to present the data they used to arrive at their preliminary rating. Through this process we are able to confirm that each has a similar definition for proficient performance and following this process we re-map each leader to see if the discussion has prompted any reassessments of performance. In preparation for the mid-year and end-of-year formal touch points we also establish common practices for the evaluation conversation so that leaders across the system are approaching the conversation using similar protocols.

To support Network Superintendents' work with principals, New Leaders will also adapt or create tools, systems, and materials as needed to support quality implementation of the leader evaluation system.

Principal Performance Management – Topics for Network Superintendent Development		
Topics	Modules	Tools and Materials (sample list – not exhaustive)
Collecting and Calibrating Evidence of Principal Practice	<ol style="list-style-type: none"> 1. Setting and Monitoring Effective Practice Goals 2. Calibrating Practice Goals and Evidence 	<ul style="list-style-type: none"> • Inter-rater Reliability Protocol • School Walkthrough Protocols • Guide for Critical Data to Assess Principal Practice • Practice Goal Quality Assurance Protocol • Analyzing Evidence Tip Sheet
Preparing for Effective Mid-Year Reviews	<ol style="list-style-type: none"> 1. Assessing Quality of Evidence and Artifacts 2. Assessing Principal Practice 3. Assessing Progress to Outcome Goals 	<ul style="list-style-type: none"> • Mid-year Review Tip Sheet • Mid-Year Review Guiding Questions • Artifacts Quality Assessment Checklist • Scored Case Studies to be Used in Norming

		<p>Sessions</p> <ul style="list-style-type: none"> • Norming and Inter-rater Reliability Protocol • Assessing Bias Articles and Protocol • Rater Toolkit • Supporting Practitioner Reflection in a mid-year review • Post review conference action plan protocol • Evaluator Reflection Sheet
Preparing for Effective Human Capital Decisions	<ol style="list-style-type: none"> 1. Synthesizing Evidence and Artifacts 2. Evaluating Principal Practice 3. Assessing and Tracking Progress to Outcome Goals 4. Preparing for Human Capital Decisions 	<ul style="list-style-type: none"> • Human Capital Review Tip Sheet • Guiding Questions to Support Consistent and Accurate Human Capital Decisions • Summative Rating Tip Sheet