

## **Evidence Collection Process**

*Evaluating leaders in ministry is crucial to creating a mindset of ministerial growth and development in the school and early childhood ministry settings of the WELS. This is a time-consuming process because it requires the collection of evidence over time that honestly represents the habits of the called worker. And yet it must be accomplished in order to grow the worker in their professional practice and to provide our church body with the accurate information it needs for call lists. Dedicating time and organizing the procedures necessary benefit all involved. Thank you for your dedication and commitment to this task.*

### **Introduction**

The process of evaluating a school leader is unique in part due to the type of evidence gathered and the personnel involved in the summative process. Unlike teacher evaluations that can utilize evidence gathered from classroom observations, it is often difficult to quantify the impact of administrative tasks through direct observation. Additionally, school leaders are often evaluated by governing board members who serve as volunteer representatives rather than colleagues who interact on a daily basis.

These factors demand that both leader and evaluator have established clear expectations for the summative process from the beginning. Whether the types of evidence to be gathered, the tools and people utilized to collect data, or the timetable for evaluation, transparency will help to ensure that the evaluation process is both fair and accurate.

### **Initial Planning**

As the new school leader comes on board or there is a turnover with those responsible for carrying out the evaluation, it will be necessary for the two to review the process for evaluation, revise plans as necessary, and confirm the timetable for completion.

#### *Identifying evidence to be collected*

The evaluation process will be most effective if the evidence gathered by the school leader and evaluator/others provides a fair and balanced picture of the administrative work being carried out. Ideally, the evidence to be gathered has already been identified in school policy or procedure. In this case, the leader and evaluator need only to review the evidence to be gathered and make recommendations for improvement.

If no such list of evidence exists, the leader and evaluator will need to arrange a meeting to review the evaluation process, the criteria for evaluation, and develop a list of mutually agreed upon items/tools to build a portfolio of evidence. If both the leader and evaluator are new to the process, it is recommended that an experienced representative from the district lead this discussion.

#### *Establishing where the evidence will be collected*

It is also important that a transparent process be established for collecting all evidence to be used in the evaluation process. This can best be accomplished through a shared digital drive where the leader and evaluator (or representatives) can upload new documentation and review what has already been gathered.

#### *Confirming the timeline for evaluation*

The evaluator will also need to confirm the timeline for evaluation with the school leader to ensure there is ample opportunity to collect evidence and prepare for the evaluation meeting. It is generally recommended that the school leader be evaluated every three years.

### **Gathering of Evidence**

Once the process has been reviewed and confirmed, evidence gathering may begin. Where necessary both leader and evaluator may need to enlist others to assist in gathering data, especially from the broader group of stakeholders. Surveys are one example of this which require thoughtful advanced planning. Communication between leader and evaluator will be critical to gathering this kind of information in a timely manner.

The evaluator is encouraged to annually check-in with the school leader to verify that the agreed upon evidence continues to be collected in a timely manner. This also provides the opportunity for the leader and evaluator to discuss any issues that may have a bearing on the formal evaluation.

### **Preparation for the Evaluation**

In the months and weeks leading up to the evaluation meeting, the evaluator will need to verify that adequate evidence has been collected to carry out the evaluation. The evaluator will also need to review the process for conducting the summative meeting and communicate plans with the school leader.

## Evaluating Leaders in Ministry: Evidence Examples

<b>Spiritual Leadership Examples</b>	
Collected by leader	Collected by evaluator/others
<ul style="list-style-type: none"> <li>● Narrative of personal spiritual growth habits</li> <li>● List of regular/intentional spiritual engagements with other stakeholders</li> <li>● Examples of spiritual integrations in mission/vision planning documents</li> <li>● Anecdotal evidence of spiritual counseling of staff members</li> <li>● Record of relevant items addressed in school improvement plan</li> <li>● Devotional thoughts in newsletters/publications</li> </ul>	<ul style="list-style-type: none"> <li>● Letter from campus or parish pastor</li> <li>● Anonymous objective survey to staff members regarding spiritual leadership</li> <li>● Anonymous objective survey to stakeholders regarding spiritual climate of school</li> <li>● Anecdotal feedback from members of governing board</li> <li>● Worker Care Committee report</li> </ul>

<b>Instructional Leadership Examples</b>	
Collected by leader	Collected by evaluator/others
<ul style="list-style-type: none"> <li>● Personal MDP progress</li> <li>● Completed staff evaluations and coaching notes</li> <li>● Schedule of time spent providing formative feedback (visits, meetings, etc)</li> <li>● Documented use of standardized testing data to inform instruction and curricular revisions</li> <li>● Evidence of communication within PLCs</li> <li>● Record of In-service training to support learning and instruction</li> <li>● Record of relevant items addressed in school improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from Academic Program Committee (or other third-party) classroom visits</li> <li>● Anonymous objective survey to staff members regarding instructional leadership</li> <li>● Anonymous objective survey to parents regarding quality of academic program</li> <li>● Minutes/reports from sub-committee of governing board with oversight of academic program</li> </ul>

<b>Administrative Leadership Examples</b>	
Collected by leader	Collected by evaluator/others
<ul style="list-style-type: none"> <li>● Minutes/notes from regular leadership team meetings conducted by the leader</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes/notes from governing board meetings relevant to the work of the</li> </ul>

<ul style="list-style-type: none"> <li>• Evidence of Safety planning training, implementation</li> <li>• Professional Growth presentations shared with the staff</li> <li>• Email interactions with governing board</li> <li>• Sample of public addresses that highlight the mission of the school</li> <li>• Time allocated to collaborative teams for focus on team's goals</li> <li>• Survey of parents/students on school culture</li> <li>• Documentation from professional development activities facilitated by the leader</li> <li>• Record of relevant items addressed in school improvement plan</li> </ul>	<p>school leader</p> <ul style="list-style-type: none"> <li>• Planning documents or initiatives spearheaded by leader</li> <li>• Data collected for the purpose of evaluating effectiveness</li> <li>• Data shared with governing board regarding teacher growth and evaluations</li> <li>• Ministry Development Plan</li> <li>• Evidence of celebrating teacher successes or accomplishments</li> <li>• Use of outside funds to further school's objectives</li> <li>• Anonymous objective survey to leadership team regarding administrative leadership</li> <li>• Anonymous objective survey to stakeholders regarding leadership/communication climate of school</li> </ul>
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<b>Community Leadership Examples</b>	
Collected by leader	Collected by evaluator/others
<ul style="list-style-type: none"> <li>• Communications written by leader shared with the stakeholders</li> <li>• Description of project implemented due to maximizing available resources</li> <li>• Evidence of school promotion within the school's community</li> <li>• Initiative instigated to retain current students</li> <li>• Interactions with organizations within the school's community</li> <li>• Record of relevant items addressed in school improvement plan</li> <li>• Recorded service on school, church, district, synod, or community boards and committees</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes/notes from governing board meetings relevant to the work of the school leader</li> <li>• Samples of communication pieces (email, publications, etc.) sent by the school leader</li> <li>• Report to governing board describing student and family retention rates</li> <li>• Use of multiple platforms to communicate school messages</li> <li>• Discipline tracking data</li> <li>• Anonymous objective survey to stakeholders regarding community engagement</li> </ul>