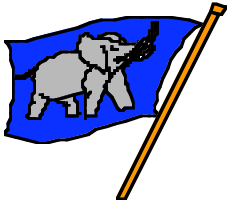


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RE: Yins becoming Yangs

One thing you asked me to track was the Leadership Team's developing understanding of the *Yin/Yang*-ness of their new role. From that perspective, here's an issue I don't think was fully considered during this Thursday's discussions of the "new" principal evaluation rubrics. These thoughts are also informed by work in my former life developing performance review systems for organizations.

The issue:

The critical element that has changed in the "new" process is not the *evaluation*. It's the *evaluator*.

The old premise was that these evaluative judgments were made by a central or area office "supervisor." This person's actual "customer" was the district or superintendent. The data from these judgments needed to move "up" for decisions that had to be made at those levels – from hiring-firing to support needs.

Now, the primary difference between the two *Yin/Yang* components is that the Community Superintendents role has shifted direction. Their "customer" is the principal. This makes a Community Superintendent a "supplier" of support. This shift was not evident in most of Thursday's discussion where the process was being viewed through traditional central office-focused eyes.

I can say with the assurance of my own on-the-ground experience, not just 20,000 foot theory, that this shift in role can be a positive force in accomplishing all the purposes you want as outcomes of "evaluative" reviews. The evaluation rubric or instrument doesn't have to change that much, but its purpose (actual and perceived) changes. It becomes a tool of support needs-identification administered by someone who *shares responsibility* for the principal's effectiveness. Therefore, each "need for improvement" is linked to a "how can I help?"

One surprising discovery from using this process was that it uncovered an issue that few were willing to talk about. No one *likes* performance evaluation processes --- neither the evaluators nor the evaluatees. It is driven by their common fear and awareness that the information is inadequate.

This process, however, changed the *reason* for developing the same information, and people actually sought to do it more frequently. This produced better quality information for the system in the long-run, and provided a way to track the supervisors support actions and results for use by their own "evaluators." More importantly, for your purposes, it *models* a co-managed learning relationship that makes sense all the way down to teacher-student.

I have examples of how this works, if this is an idea that someone wants to follow-up on.

cc: XXXXXX