



WHERE DO I START?

Tips to Help You Administer the 360° Assessment

Repeated studies have shown that successful school leaders value the opinion of their teachers, staff and supervisors. If employees receive feedback from only their supervisors, they are acting on limited information. If school leaders receive feedback from other people with whom they work (360° feedback), they can act on a more complete picture of perceptions. Although most school leaders are somewhat aware of their strengths and weaknesses, 360° feedback does more than support leaders' hunches. 360° feedback is explicit, credible and anonymous.

Following these steps can help you administer effective 360° assessments in your school system.

STEP #1: DETERMINE THE OBJECTIVE

It is important to identify the assessment objective before beginning the 360° assessment process.

- What will the results of the 360° feedback be used for?
- Will the process be focused on school leadership, coaching, management development, or performance?

A coaching tool: Some school systems have used the 360° assessment solely as a coaching tool. They link leaders' formal professional development plans to their feedback results. They use the 360° as the “front end” to guide the school leader to the online resources in the Educational Impact online academy that address the leader’s weaknesses or blind spots.

A development tool and determining pay and/or promotions: Other school systems use the results as both a development tool and as a factor in determining pay and/or promotions. They add relevance to the results by giving leaders an incentive to work effectively with all school stakeholders. Although there can be benefits to linking results with rewards, the 360° administrator needs to exercise caution so that 1) participants do not directly or indirectly suggest to subordinates that they give good ratings and 2) peers do not agree to give each other good ratings.

Once the objective is determined, the 360° administrator will need to develop a plan that includes key actions, dates, roles, and responsibilities. In addition, the administrator will need to establish a process to review the results and finalize the participant’s personal learning plan once all of the raters have completed their assessments.

Date	Action	Who	Responsibility

STEP #2: UNDERSTAND HOW THE ONLINE 360° ASSESSMENT IS DELIVERED

All assessments, results, and personal learning plans in Educational Impact's 360° instrument are delivered electronically via the Internet. The big advantage of administering a survey electronically lies in the capability of raters to complete assessments conveniently and for participants to view responses instantly. An electronic assessment is also less expensive than a paper-based assessment.

A rater may stop at any given point in the assessment and come back to it while retaining already entered answers (as long as the submit button has been clicked.)

All applications are web based and reside on Educational Impact servers. Participants need not have a high-speed internet connection (dial-up is OK) and can access the assessment and results 24/7. All reports are saved on the Educational Impact servers for up to 4 years. This provides the 360° administrator with the ability to track the participant's improvement from year to year by comparing current results with historical data from previous 360° assessments

The forty-seven competencies used in the 360° assessment questions are derived from the ISSLIC standards and a variety of state school administrator standards. Research has shown that schools that are led by administrators who are competent in these areas experience high student achievement.

STEP #3: SELECTING THE RATERS

Choosing a supervisor to rate the participant is fairly straightforward. In most cases the person who conducts the participant's annual review should be the one selected. If the participant is new to the position, he/she might select a former supervisor if that person still works in the school system

Selecting the right staff members to rate the participant is not always as easy. The participant can choose up to ten staff members/subordinates to be raters. It is important to include at least six raters in the process, in order to maintain the anonymity of respondents. One important question to ask in this phase of the process is who will select the raters for each participant? Will it be the participant, the participant's supervisor or the assessment administrator? Or, will the 360° administrator put in place standard criteria that must be used by all participants in selecting raters.

STEPS IN ASSESSMENT:

1. Take Self-Assessment
2. Invite Supervisor to Assess You
3. Invite Staff to Assess You
4. Get Results
 - Competency Ratings
 - Importance Rankings
 - Hidden Strengths
 - Blind Spots

2) Invitations

The links below allow you to invite your supervisor and up to ten staff or coworkers to evaluate you in each of the 47 critical areas. All of their responses are collected anonymously. This multiple feedback approach is the key component of the 360° assessment.

Invite Supervisor
10/27/2005 Complete

Invite Staff 05/17/2006 2 of 3
Completed

In order to maintain unbiased results, using standard criteria is usually preferred. Consider using the following criteria:

- Alphabetically – the first ten teachers in the school by last name.
- The ten teachers in the school with the most experience
- The top 5 highly paid teachers and the 5 lowest paid teachers

Also, this is the time to decide if you want to deploy the assessment for all participants at once, in several groups, or individually (e.g., on an anniversary date). Sometimes a pilot group is given the assessment before a full rollout is completed.

Careful preparation for assessment implementation will pay off in the end!

STEP #4: COMMUNICATE AND ADMINISTER THE ASSESSMENT

Tell the respondent group (both participants and raters) in advance about the assessment. They need to know why the assessment is being conducted, how the information gathered will be used, and when and how the assessment will be administered. In most situations, participants and raters will need to be reassured that the **responses to the assessment questions will be anonymous**. You can use memos, e-mail, meeting announcements, or a combination of some or all of these methods.

Dear Participant,

Thank you for agreeing to complete the 360° Leadership Assessment survey for participant's name. Please understand that the completed assessment survey will be kept strictly confidential. No names will appear on the assessment survey and the administrator will not see individual responses.

For all school systems, there are good and bad times to implement 360° assessments. Its best not implement the assessment during crunch times. If possible, choose a time of low organizational stress. The timing of the assessment may be dependent on your objective for the assessment (e.g., coaching, tied-to performance, etc). Tell the raters that they will have to dedicate approximately twenty minutes to honestly answer all of the questions in the 360° assessment.

A common problem: It is important that the participants know that they will be receiving a copy of every email invitation sent to their raters. This is done so that the participant can verify that the rater received the email and that it was not captured as SPAM by the school system network.

In the event the participant does not receive a copy of each email invitation sent to his/her raters, the participant will need to contact the school's network administrator to bypass any internet filter or firewall. The participant is also free to **forward the email invitation copy to any rater** who does not receive the invitation.

To insure that the assessment results are meaningful, it is critical that a sufficient number of people rate the participant. Make sure there is a method in place to remind participants and raters

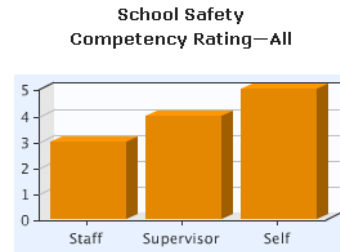
Resend Invitations

(Sends only to those who have not yet completed the survey. You will be cc'd.)

who have not completed their assessments. It is suggested that this be accomplished by the participant resending invitations each week to the raters who have not yet completed the assessment. This can be done each week until all raters have responded. Each participant can resend invitations by clicking the "Resend Invitations" link on the main menu page.

STEP #5: ANALYZE RESPONSES

The 360° assessment results are password protected. This provides the 360° administrator with options regarding who has access to the results. For a coaching assessment, perhaps the participant and his/her coach are the only people to see the outcomes. If the purpose of the 360° is for professional development purposes, perhaps the assessment administrator has access to each participants ID and password and is the only one able to review the results in advance of working with the administrator to develop his/her own personal learning plan. Each process can be managed differently based upon the objective of the process.



STEP #6: COMMUNICATE ASSESSMENT RESULTS

The online reports that are part of the Educational Impact 360° results serve as the starting point in creating a participant's personal learning plan. Often, the assessment administrator (or the participant's supervisor) can sit down with each participant to review the report and begin work on a professional development plan that uses the online professional development programs

Importance Ranking Higher than Average Details
Competency Rating
Ideally, the competencies ranked most important by you and your raters would be the areas where your competency ratings are the highest. You want to be best at what is most important. This report shows you areas where your competency rating is at least

contained in Educational Impact's online academy. The administrator/manager is there to help the participant understand what the reports imply about his/her skills. This feedback should include a balanced approach, focusing on both the positive feedback and on

areas to be improved. Beyond that, the administrator/manager is there to help the participant identify the development opportunities that provide the best pay-off to improve the participant's performance.

STEP #7: PROFESSIONAL DEVELOPMENT

The person who is sharing the results with the participant (the coach, supervisor or administrator), needs to have a good understanding of the results:

- Self – Supervisor – Staff Reports: compare the scores given by raters with the participant's self scores. Use the Blind Spots report and Importance Ranking report to determine areas that are seen as most important and most misjudged by the participant
- Overall Competency Ratings: look for highest and lowest rated items overall, highest and lowest by each rater (supervisor vs. staff), and consistency.
- Also: if scores are mostly high or low, look for relative highs/lows. It is not always the total score that is important, but the competency score relative to other competency scores. Different raters have different interpretations of what qualifies as a top score.

The coach should schedule time to sit down with the participant to discuss feedback. Give the participant the following advice:

- Be open to the feedback.
- Look at the high scores - understand what raters have said that you do well.
- Look at the low scores - what group of raters does this information come from? Is it for all of the areas or just for one individual competency?
- If you feel that the feedback is inaccurate, take it for what it is: this is how you are perceived.
- Acknowledge to the raters that you have received your results.
- Ask raters for more feedback. Try to build bridges by asking for their help/advice.
- Use the Educational Impact online resources as a way to get “expert” advice to help you improve as a school leader.

STEP #8: REQUIRE PARTICIPANT TO DEVELOP A PERSONAL LEARNING PLAN (PLP)

If the assessment process is stopped after the participant sees their feedback, the school system has missed the most important part of the process - how to help participants plan to make changes where necessary (and support the areas that were scored highly). The best way to develop an effective action plan is to require that the participant develop his/her own personal learning plan by identifying the Educational Impact professional development resources that directly correlate to the participant’s areas of need. This can be easily accomplished by the participant clicking on “PLP” next to each competency area targeted for improvement and selecting the online video resources that will help the participant improve in the selected area. The bottom of the page provides the participant with the total number of video hours selected in the personal learning plan.

Special Education	5.00	4.00	Add to PLP
Patience / Listening	5.00	4.00	Add to PLP

The 360° administrator must decide how many hours of online learning will be required for each participant. Once the participant completes the online training it is suggested that the 360° administrator ask each participant to commit to at least 2 action items for the upcoming year that will offer the greatest return (to both the participant and to the school system). These action items might reflect a specific commitment to change that resulted from the 360° feedback and corresponding professional development. These actions should be in addition to the completion of the educational impact online training.

360° LEADERSHIP ASSESSMENT

Personal Learning Plan

Build Plan View Current Plan Completed Plan to Date Notes

Participant's Name
View Current Plan

Mentoring

Principal Mentorship

★ Principal Mentorship

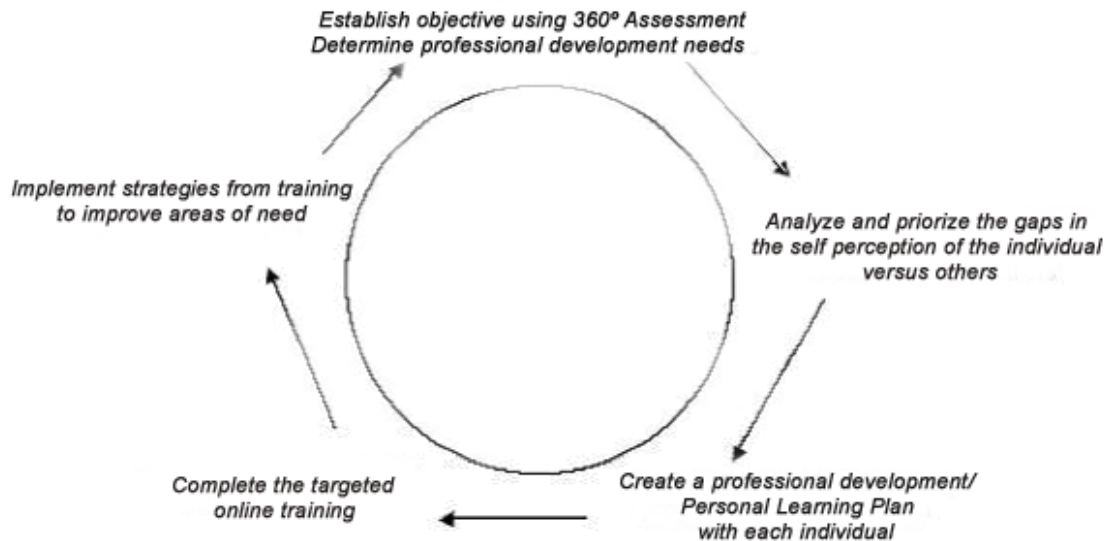
How to be an Effective Principal Mentor
Module: Program Overview
Topic: — Introduction
Movie: — Introductions
Est. Completion Time: 0:56 hours
Description: **View Modules 1, 2, 3, 4 and 5, All Movies**

Learn the value of becoming an enduring influence on new education leaders. Hear how you can build and grow a healthy mentor relationship with a colleague.

View Details Mark Completed Remove

STEP #8: MEASURE RESULTS

The next time the participant is rated, it is contemplated that the results will reflect a measurable change that can be attributed to the assessment system. Once you put the action plan in place, follow-up assessments can measure the change in participant and rater perceptions. This concept is reflected in the continuous improvement process below:



CONCLUSION:

Successful 360° assessments require planning and a commitment from everyone involved. By using Educational Impact web based technology and following the steps above, you can make the process of administering and analyzing 360° assessments easy for everyone. Requiring that the 360° assessment process become part of an annual process can help you keep your school leaders on track, enable you to measure the gains in their performance and leadership, and most importantly, improve student achievement.