2020-21
Administrator Development Evaluation Program

Charlottesville City Schools

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PART 1: INTRODUCTION

Researchers, policy makers, and educational practitioners have conducted careful analysis of the variables affecting educational outcomes. The administrator has proven time and again to be the very influential school-related force in student achievement.

Administrator evaluations matters because teaching matters. Evaluation systems must be of high quality and acknowledge the complexities of the job. Administrators have a challenging task in meeting the educational needs of an educationally diverse student population.

In Charlottesville City Schools we focus on one mission: Every Learner. Everyday. Everyone. The experiences in our schools prepare students for their roles as learners, future employees, and contributing citizens in the 21st century. A good evaluation process provides administrators with the support, recognition, and guidance they need to ensure that students learn and apply the 5 C's from the Virginia Department of Education VDOE of Critical Thinking, Creative Thinking, Communication, Collaboration and Citizenship.

Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities

CONTENT KNOWLEDGE • WORKPLACE SKILLS • COMMUNITY AND CIVIC RESPONSIBILITY • CAREER PLANNING

A student meeting the Profile of a Virginia Graduate has achieved the commonwealth's high academic standards and graduates with workplace skills, a sense of community and civic responsibility and a career plan aligned with his or her interests and experiences.

The primary purposes of the CCS Administrator Development & Evaluation Process (ADEP) are to:

- optimize student learning and growth,

- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,

- contribute to successful achievement of the benchmarks defined in our Academic Agenda,

- provide a basis for instructional improvement and professional growth, and

- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.
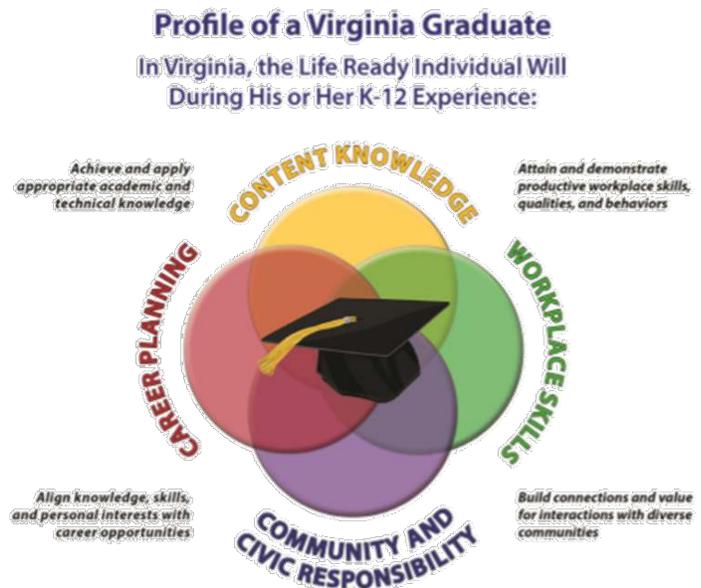
PART 2: STANDARDS OF EFFECTIVE LEADERSHIP

Clearly defined professional responsibilities constitute the foundation of the ADEP. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both administrators and evaluators (Superintendent, Chief Academic Officer, and Principals) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach.

Performance Standards
Performance standards refer to the major duties performed. There are seven performance standards for all administrators.

- **Performance Standard 1: Instructional Leadership**
  The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

- **Performance Standard 2: School Climate**
  The administrator fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

- **Performance Standard 3: Human Resources Management**
  The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

- **Performance Standard 4: Organizational Management**
  The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation, and use of resources.

- **Performance Standard 5: Communication and Community Relations**
  The administrator fosters the success of all students and staff by communicating and collaborating effectively with stakeholders.

- **Performance Standard 6: Professionalism**
  The administrator fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

- **Performance Standard 7: Student Academic Progress**
  The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

 A set of sample performance indicators has been developed to provide examples of observable, tangible behaviors for each standard. The sample performance indicators are examples of the types of performance that will occur if a standard is being successfully met.

Both administrators and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. The sample performance indicators help administrators and their evaluators clarify job expectations. All sample performance indicators may not be applicable to a particular work assignment. Ratings are NOT made at the performance indicator level, but at the performance standard level.

Performance Standard 1: Instructional Leadership
The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

1.1 *Works collaboratively with staff, students, families, and other stakeholders to develop and communicate a mission consistent with the division's strategic plan.*

1.2 *Collaboratively plans, communicates, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.*

1.3 *Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions.*

1.4 *Demonstrates knowledge of research-based instructional best practices in the classroom.*

1.5 *Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.*

1.6 *Provides teachers with resources for the successful implementation of effective instructional strategies.*

1.7 *Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and families, and to inform instructional practices.*

1.8 *Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.*

1.9 *Provides professional development that incorporates the use of achievement data and result in increased student progress.*

1.10 *Demonstrates the importance of professional development by participating alongside teachers   and providing adequate time and resources for teachers and staff (i.e., peer observations, mentoring, coaching, study groups, learning teams).*

1.11 *Evaluates the impact professional development has on the staff/school improvement and student academic progress.*

Performance Standard 2: School Climate
The administrator fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders

Sample Performance Indicators

Examples may include, but are not limited to:

2. 1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, families, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stake- holders, promoting diversity, and celebrating group and individual accomplishments.

2.4   Models and inspires trust and a risk-tolerant environment by sharing information and responsibilities

2.5 Builds and maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and families.

2.10 Is visible, approachable, and dedicates time to listen to the ideas and concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the student and values every student as an important member of the school community.

Performance Standard 3: Human Resources Management
The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Establishes formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and other identified personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Documents performance and provides timely formal and informal feedback on strengths and weaknesses, and ensures support, resources, guidance, and coaching for teachers and staff to improve job performance.

3.6 Makes appropriate recommendations relative to personnel, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.7 Recognizes and supports the achievements of highly-effective teachers and staff and provides them leadership opportunities.

3.8 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities.

Performance Standard 4: Organizational Management
The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

4.1 Demonstrates and communicates an understanding of Virginia public education rules, regulations, laws, and school division policies and procedures

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Allocates resources to support school's mission and goals.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Performance Standard 5: **Communication and Community Relations**
The administrator fosters the success of all students and staff by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

5.1   Plans for and solicits staff, family, and other stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates the school improvement plan to all stakeholders.

5.3 Informs staff, families, and other stakeholders in a timely manner through multiple sources.

5.4 Involves students, families, staff, and other stakeholders in a collaborative effort to establish positive relationships

5.5 Maintains visibility and accessibility to students, families, staff, and other stakeholders.

5.6 Speaks and write in a professional manner using standard English to communicate with students, families, staff, and other stakeholders.

5.7   Provides a variety of opportunities for family and community involvement in school activities.

5.8 Utilizes the resources and expertise available in the local community.

5.9 Advocates for students and staff and acts to influence local, division, and state decisions affecting student learning.

Performance Standard 6: Professionalism
The administrator fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and positive attitude.

6.4 Models professional behaviors and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Works collaboratively with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.7 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.8 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Performance Standard 7: Student Academic Progress
The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

7.1 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.

7.2 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to student achievement and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes

PART 3: ADMINISTRATION DEVELOPMENT & EVALUATION TIMELINE

Component	Detail	Completion Date
• Administrator Self Evaluation	Completed prior to first site visit. Administrator should complete self-evaluation.	**September 30th**
• Goal Setting – Beginning of Year (School and Personal Development)	Completed prior to first site visit. Administrator should complete goal setting form.	
• First Site Visit and Debrief Meeting	Evaluator should utilize Observation/Feedback form to document visit. This visit will also discuss the administrator's self-evaluation and goal setting.	**December 15th**
• Site Visit and Debrief Meeting (Optional)	2nd Semester conference. Evaluator should utilize Observation/Feedback form to document visit.	**Optional**
• Goal Setting – Mid-Year	This visit will also discuss progress on goal setting.	
• Second Site Visit and Debrief Meeting.	The Administrator should have completed the summary. The Evaluator should utilize Observation/Feedback form to document visit and conference.	**May 30th**
• School Survey & Summary	This visit will also discuss Survey Summary results.	
• Final Evaluation	The Evaluator should utilize the observation/feedback to document the visit and conference.	**June 30th**
• Goal Setting - End of Year Review	Prior to this meeting the final evaluation will be initiated by the Evaluator. Once completed it will be sent to administrator for review, comment and signature. This final site visit will discuss the administrator's final evaluation and end-of-year goal setting.	

FORMS

Administrator Self-Evaluation Form

Directions: Administrators should use this form annually to reflect on the effectiveness of their practice based on each performance standard. Reflections will be discussed with the evaluator during the First Conference held prior to October 31.

Administrator: _____ Date: _____

Standard 1: Instructional Leadership: The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

 Areas of strength:

Areas needing work/strategies for improvement

Standard 2: School Climate: The administrator fosters the success of all students and staff by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

 Areas of strength:

Areas needing work/strategies for improvement

Standard 3: Human Resources Management: The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

 Areas of strength:

Areas needing work/strategies for improvement:

Administrator Self-Evaluation Form (Continued)

Standard 4: Organizational Management: The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation, and use of resources.

 Areas of strength:

Areas needing work/strategies for improvement:

Standard 5: Communication and Community Relations: The administrator fosters the success of all students and staff by communicating and collaborating effectively with stakeholders.

 Areas of strength:

Areas needing work/strategies for improvement:

Standard 6: Professionalism: The administrator fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

 Areas of strength:

Areas needing work/strategies for improvement:

Standard 7: Student Academic Progress: The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improvement:

Informal Observation/Site Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from observations and/ or site visits. Suggested guiding questions are listed under each standard

Administrator: _____ Date: _____

Evaluator: _____

Standard 1: Instructional Leadership- The administrator fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Suggested Guiding Questions/Prompts:

- What opportunities have you created this year for teacher collaboration?
- How have you strived this year to improve the effectiveness of instructional practices used by teachers?
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?
- How do you monitor the performance of teachers and provide constructive feedback to them?
- What types of teacher learning and professional development activities or programs have you participated in this year? What have you learned?
- How do you involve the expertise of teacher leaders?

Comments:

Standard 2: School Climate- The administrator fosters the success of all students and staff by developing, advocating and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Suggested Guiding Questions/Prompts:

- Give some examples of strategies you use to create and sustain a positive and safe learning environment in your school.
- What strategies do you use to nurture and sustain a climate of trust in your school?
- What internal and or external factors do you perceive are affecting your school? What next steps do you have of overcome these obstacles?
- How have you made the school environment more academically rigorous?

Comments:

Standard 3: Human Resources Management- The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:

- Give examples of professional development initiatives implemented this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?
- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

Comments

Standard 4: Organizational Management- The administrator fosters the success of all students and staff by supporting, managing, and overseeing the school's organization, operation and use of resources.

Suggested Guiding Questions/Prompts:

- How do you establish routines and procedures for the smooth running of the school?
- What information is used to inform the decisions related to organizational management?
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- What are the strengths, weaknesses, opportunities and challenges you have perceived in your school's organizational management?

Comments:

Standard 5: Communication and Community Relations- The administrator fosters the success of all students and staff by communicating and collaborating effectively with stakeholders.

Suggested Guiding Questions/Prompts:

- How do you engage in open dialogue with multiple stakeholders form the larger school community? • How do you involve parents and families in student learning?
- How do you disseminate needed information (such as student academic progress) to students, staff, parents and the greater learning community?

- Please give an example of how you network with individuals and groups outside the school (e.g. business and government organizations) to build partnerships for pursuing shared goals.

Comments:

_____

Standard 6: Professionalism-The administrator fosters the success of all students and staff by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Suggested Guiding Questions/Prompts:

- How do you communicate professional beliefs and values to all stakeholders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style? • In what ways do you take an active role in professional organizations?

Comments:

Standard 7: Student Academic Progress- The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Suggested Guiding Questions/Prompts:

- What is the goal seating process in your school for student academic achievement?
- Give some examples of the goals your school has set this year that are directly associated with student achievement.
- Explain how interventions are designed and implemented to support student learning?
- What type of midcourse/mid-year corrective actions do you take to accomplish desired student achievement outcomes?
- How do you empower teachers to be truly engaged in improving student success?

Comments:

Documentation Cover Sheet

Directions: The administrator should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the administrator's practice and process for the evaluator.

Administrator: _____   School Year: _____

School: _____

Standard	Examples of Documentation	Documentation Included
1. Instructional Leadership *The administrator fosters the success of all students by facilitating the development, communication implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*	• School improvement plan • Strategic plan • Vision/mission/core belief statements • Staff evaluation grid • Leadership/school improvement team agendas • Building administrator responsibility chart • Professional goals • Master schedule • Student progress monitoring data • Schedules for student s in the alternative education program • Project-specific summaries of a goal • Compliance with Standards of Accreditation • Program development • Staff development plan • List of school committees and members	
2. School Climate *The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*	• Monthly discipline report • Teacher of the Year recommendation • Annual report of discipline, crime, and violence • Teacher/staff appreciation activities • Summary of surveys of staff • Student recognition; student groups/clubs	

3. Human Resources Management *The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.*	• Staff evaluation schedule including observation schedule • Evidence of teachers and staff serving as leaders in the school, school division, and school community • Monthly discipline report by teacher • Teacher licensure renewal schedule • Staff evaluations • Staff recognition program outline • Performance Improvement Plans • Mentorship program outline	
4. Organizational Management The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	• Building schedules • Administrator responsibility chart • Master schedule and course compliance • Facility use log • Physical plant and grounds management schedule • Annual financial audits • Uncollected debts • Inventory records • Career and Technical Education compliance • Special Education compliance • Long-range goals • Short-range goals	
5. Communication and Community Relations The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.	• Faculty meeting agendas • Newsletters • PTA/PAC/PTO agendas • Optional parent/community survey • Web site link • Completion of annual school safety audit • Safe School's committee agendas and minutes of meetings • School Health Advisory Board agendas and • minutes of meetings • Media communications • Presentations to civic/community groups	

6. Professionalism The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	• 6. Professionalism • The administrator fosters the documentation • Summary of staff surveys • Professional conference attendance • Professional organization membership	
7. Student Academic Progress The administrator's leadership results in acceptable, measurable student academic progress based on established standards.	• Analysis of grades for the marking period • Documentation of meeting established annual goals (e.g., school improvement plan) • Student growth percentile data, if available • and appropriate • Data on student achievement from other valid, reliable sources (e.g., pattern of improvement in advanced pass rate on SOL assessments, percent of students taking the SATs, closing achievement gap between student subgroups, etc.)	

Teacher/Staff Survey

Administrator: _____   Date: _____

Survey Respondent is: □ Teacher/Instructional Staff: □ Support Staff

Directions: Please respond to each statement fairly to help the administrator improve his/her performance. If an area is marked with a D, please provide a written ex planation. The administrator will tally the results and share them with his/her immediate supervisor.

Key: **E -** Exceeds expectations of performance   **M** - Meets expectations of performance

               D - Demonstrates unacceptable performance   **N** - No basis for judgment

The administrator. . . .	E	M	D	N
1. Is interested in building a quality school which provides quality education.				
2. Maintains open lines of communication with employees.				
3. Visits my classroom or work space.				
4. Makes helpful recommendation to me for improvement of performance.				
5. Carries out the evaluation program as it is outlined.				
6. Uses judgment, creativity, and logical thinking in solving problems.				
7. Initiates change for the good of students and for the running of the school.				
8. Balances curricular and co-curricular assignments/duties.				
9. Procures needed materials and equipment.				
10. Involves teachers appropriately in decision making.				
11. Treats all teachers fairly .				

. 12. Supports teachers in conferences with students and/or parents to the extent circumstances permit.				
13. Keeps class interruptions to a minimum.				
14. Assists in the supervision of student s in the halls and cafeteria .				
15. Seeks teacher recommendations for meaningful in-service programing.				
16. Keep s paperwork to a minimum.				
17. Keeps teachers informed appropriately of communications from the superintendent and other central office personnel.				
18. Gives leader ship in the improvement of instruct ion.				
19. Keeps current on educational research and trends.				
20. Involves teachers in developing the biannual school plan.				
21. Gives constructive criticism to teachers in private.				
22. Builds/maintains desirable morale level among teachers.				
23. Listens to the views of parents and other citizens and implements their recommendations when feasible.				
24. Displays a pleasant disposition.				
25. Earns respect from teachers.				

COMMENTS:

Survey Summary Form:

Administrator's Name: _____   Date: _____

School: _____   School Year: _____

Directions: Administrators should tabulate and analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the administrator's documentation.

1.   How many surveys did you distribute?

2.   How many completed surveys were returned?

3.   What is the percentage of completed questionnaires you received?   %

Teacher/Staff Satisfaction Analysis

4.   Describe your survey population(s).

5.   List factors that might have influenced the results.

6.   Analyze survey responses and answer the following questions:

   A.   What did teachers/staff perceive as your major strengths?

   B.   What did teachers/staff perceive as your major weaknesses?

   C.   How can you use this information for continuous professional growth?

Student Academic Progress Goal Setting Form

Directions: This form is a tool to assist administrators in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Administrator's Name: _____

School: _____   School Year: _____

Evaluator: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)	
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data)	
III. Baseline Data (What does the current data show?)	
IV. Goal Statement (Describe what you want learners/program to accomplish.)	☐ Data attached
V. Means for Attaining Goal (Check the standard to which the strategies relate)	☐ 1. Instruction al Leadership ☐ 2. School Climate ☐ 3. Human Resources Management ☐ 4. Organizational Management ☐ 5. Communication and

		Community Relations
		☐ 6. Professionalism
		☐ 7. Student Academic Progress
Strategy	Measurable	Target Date
VI. Mid-Year Review (Describe goal progress and other relevant data)		Mid-year review conducted on: _____ Initials: _____ Administrator Evaluator: _____
VII. End-of-Year Data Results (Accomplishments at the end of the year.)		☐ Data attached

Initial Goal Submission (due by _____ to the evaluator}

Administrator's Signature:_____   Date:_____

Administrator's Name: _____

Evaluator's Signature: _____   Date:_____

Evaluator's Name: _____

End-of-Year Review

☐   Appropriate Data Received

Strategies used and data provided demonstrate application of professional growth? ☐ Yes ☐ No

Administrator's Signature:_____Date:_____
_____

Administrator's Name:_____

Evaluator's Signature: _____Date: _____

Evaluator's Name:_____

Administrator Formative Assessment Form

Directions: Use this form to comment on evidence related to the standards from discussions with the administrator, site visitations, student academic progress and achievement data, and documentation provided by the administrator. Evaluators may use multiple formative assessment forms, as applicable.

Administrator's Name: _____ Date: _____

Evaluator: _____

Performance Standard 1: Instructional Leadership
The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:
1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
1.4 Possesses knowledge of research-based instructional best practices in the classroom.
1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
1.9 Provides the focus for continued learning of all members of the school community.
1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

Performance Standard 2: School Climate

The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The administrator:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

Comments:

Performance Standard 3: Human Resource Management

The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The administrator:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

Performance Standard 4: Organizational Management
The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:
4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows state and local policies with regard to finances and school accountability and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

Performance Standard 5: Communication and Community Relations
The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

Performance Standard 6: Professionalism
The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

Performance Standard 7: Student Academic Progress
The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:
7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
7.3 Communicates assessment results to multiple internal and external stakeholders.
7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Commendations:

Areas of Growth:

Evaluator's Signature: _____   Date: _____

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Administrator Interim/Annual Performance Report

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/school site visits, document log review, and other appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the administrator's progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the administrator held within appropriate timelines.

Administrator's Name: _____

School: _____   School Year: _____

Evaluator: _____

Strengths:

Areas of Improvement:

Administrator's Name:_____Date:_____

Administrator's Signature:_____

Evaluator's Name: _____Date: _____

Evaluator's Signature:_____

Performance Standard 1: Instructional Leadership
The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:
1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
1.4 Possesses knowledge of research-based instructional best practices in the classroom.
1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
1.9 Provides the focus for continued learning of all members of the school community.
1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

☐ Evident   ☐ Not Evident

Performance Standard 2: School Climate

The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The administrator:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.
2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.
2.9 Develops and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

Comments:

    ☐ Evident   ☐ Not Evident

Performance Standard 3: Human Resource Management

The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The administrator:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

☐ Evident   ☐ Not Evident

Performance Standard 4: Organizational Management
The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows state and local policies with regard to finances and school accountability and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

☐ Evident   ☐ Not Evident

Performance Standard 5: Communication and Community Relations
The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:
5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.
5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
5.7 Provides a variety of opportunities for parent and family involvement in school activities.
5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

☐ Evident   ☐ Not Evident

Performance Standard 6: Professionalism
The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The administrator:
6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.
6.3 Maintains a professional appearance and demeanor.
6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
6.5 Maintains confidentiality.
6.6 Maintains a positive and forthright attitude.
6.7 Provides leadership in sharing ideas and information with staff and other professionals.
6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

☐ Evident   ☐ Not Evident

Performance Standard 7: Student Academic Progress

The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The administrator:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

☐ Evident ☐ Not Evident

Administrator Summative Performance Report

Directions: Evaluators use this form prior to provide the administrator with an assessment of performance. The administrator should be given a copy of the form at the end of each evaluation cycle.

Administrator: _____   School Year(s): _____

School: _____

Performance Standard 1: Instructional Leadership			
Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflect s excellence.	The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement .	The administrator inconsistently fosters the success of students by facilitating the d evelopment, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The administrator does not foster the success of all students by facilitating the developmen,t communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improv ement. The administrator does not foster the success of all students by facilitating the developmen,t communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improv ement.
☐	☐	☐	☐

Comment:

Performance Standard 2: School Climate

Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
In addition to meeting the requirements for Proficient... The administrator seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The administrator inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The administrator does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
☐	☐	☐	☐

Comment:

Performance Standard 3: Human Resources Management

Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
Exemplary In addition to meeting the requirements for Proficient... The administrator consistently demonstrates expertise in human resources management, which results in a highly-productive workforce (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).	The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The administrator inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The administrator inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.
☐	☐	☐	☐

Comment:

Performance Standard 4: Organizational Management

Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The administrator inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The administrator inadequately supports, manages, or oversees the school's organization, operation, or use of resources.
☐	☐	☐	☐

Comment:

Performance Standard 5: Communication and Community Relations

Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.	The administrator inconsistently communicates or infrequently collaborates on issues of importance to-stakeholders.	The administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.
☐	☐	☐	☐

Comment:

Performance Standard 6: Professionalism

Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
The administrator demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s)	The administrator fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The administrator is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The administrator shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
☐	☐	☐	☐

Comment:

Performance Standard 7: Student Academic Progress

Exemplary In addition to meeting the requirements for Proficient.	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
In addition to meeting the standard, the administrator's leadership results in a high level of student academic progress with all populations of learners.	The administrator's leadership results in acceptable, measurable, student academic progress based on established standards.	The administrator's leadership results in student academic progress that inconsistently meets the established standard.	The administrator's leadership consistently results in inadequate student academic progress.
☐	☐	☐	☐

Comment:

Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):

Include comments here
- ☐ Exemplary
- ☐ Proficient
- ☐ Developing/Needs Improvement
- ☐ Unacceptable
- ☐ Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

Commendations:

Areas Noted for Improvement:

Administrator Improvement Goals:

_____   _____
Evaluator' Name   Administrator's Name

_____   _____
Evaluator's Signature   Administrator's Signature
(Administrator's signature denotes receipt of the summative
evaluation, not necessarily agreement with the contents
of the form.)

_____   _____
Date   Date

Dr. Rosa S. Atkins, Superintendent

_____   _____
Superintendent's Signature   Date

Support Dialogue Form

Directions: *Administrators and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.*

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Administrator's Name: _____

Administrator's Signature:_____   Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____   Date:_____

Performance Improvement Plan Form

Directions: *Administrators and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.*

Administrator: _____ School Year: _____

Evaluator: _____ School Year: _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The administrator's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Administrator's Name: _____

Administrator's Signature: _____ Date Installed: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date Installed: _____

Results of Performance Improvement Plan

	Performance Deficiencies Within the Standard to be Corrected	Comments	**Review Dates**

Final recommendation based on outcome of Performance Improvement Plan:

☐   The performance deficiencies have been satisfactorily corrected: The administrator is no longer on a Performance Improvement Plan.

☐   The deficiencies were not corrected. The administrator is recommended for dismissal.

Administrator's Name: _____

Administrator's Signature: _____   Date Reviewed: _____

(Signature denotes the review occurred, not necessarily agreement with the final recommendation.)

Evaluator's Name: _____

Evaluator's Signature: _____   Date Reviewed: _____

These sections are to be completed collaboratively by the evaluator and the administrator. Pages may be added, if needed.

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