

Administrator

Evaluation Process and Information FA-2015

Hillsboro R-3 School District

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Hillsboro Administrator Evaluation Process

Overview

The purpose of the Network for Educator Effectiveness (NEE) is to facilitate professional growth in educators. NEE has evaluation and growth systems for teachers and other education professionals (e.g., SLP's, library media specialists, counselors), including administrators

| Hillsboro Administrator Evaluation Model | | |
|---|--|--|
| | Building Improvement Plan (BIP) | |
| | Professional Development Plan | |
| | Teacher Survey | |
| | Administrator Evaluation Form | |

Step 3 – Collect Data. The Administrator uses the appropriate scoring guides and templates to collect data on their various responsibilities.

Step 4 – Enter Data. The Administrator enters all appropriate data into the evaluation worksheet and provides any necessary narrative description.

Step 5 – Provide Feedback. The evaluator should provide feedback to the Administrator at least twice per year. The Administrator evaluation system provides opportunities for feedback conversations between the Administrator and the evaluator at the beginning and end of the school year. The Administrator evaluation system includes input from the Administrator because school administrators charged with evaluating and supporting an Administrator may not fully understand the role of an Administrator.

It is important to provide high-quality feedback. An evaluator's feedback has significant impact on performance. Research shows effective feedback:

- Is frequent.
- Is face to face.
- Links performance to subsequent training.
- Compares the current score with the goal, and outlines the steps needed to reach the goal. Identifies gaps between current behavior and desired behavior with clear correct solutions.
- Focuses on behavior and not the person. If feedback strays from behavior to the person, it slows growth.
- Breaks down the multiple tasks involved in teaching to specific tasks.
- Focuses on standards and describes specific observations so that evaluators and educators identify strengths and weaknesses and together decide how to improve performance.
- Includes areas needing growth. If only positive feedback is given, it actually slows or stops growth.

Step 6 – Access Professional Growth Resources. The SLP accesses resources for professional growth in areas tailored for each individual, based on data collected in Step 3.

The purpose of NEE is to promote growth and support professional development. To facilitate these activities, NEE's online database tool links to online resources at EdHub. EdHub is a system of learning modules designed to support the professional growth of educators, based on their individual needs.

The Hillsboro R-3 Administrator Evaluation consist of?

- Completion of the Building Improvement Plan (BIP) Organizer
- Completion of the Administrator PD Plan
- Teacher Survey of Principal
- Administrator Evaluation Form

Building Improvement Plan Organizer:

The following standards will be used for the classroom observation portion of the NEE evaluation.

A. Role of the Principal in BIP Development**Leadership Role (Element 1)**

Describe your leadership involvement in the development of the BIP. Provide evidence, such as the schedule and agendas of BIP meetings, summary of BIP meetings, and school performance data reports and resources prepared for use by the BIP team. (If you were not at this school during BIP development, note that.)

I participated as a member of our community wide CSIP development. After the CSIP was developed, I was tasked by my Superintendent to draft a BSIP. I took this task to my building level Leadership Team and together, we collaboratively drafted our BSIP to be aligned with the CSIP.

Collaboration (Element 2)

What collaborative processes were used to address the shared needs of the building? Who participated in that collaboration? Provide evidence, such as the BIP team roster of school stakeholders, meeting agendas revealing degree of participation and input of all members, and how BIP was shared with all building staff and input taken back to the BIP team.

Here at Hillsboro, we're a PLC district. Our Leadership Team is selected by the teachers as a representative team to help direct the building. The committee consisted of the following:

Becky Beginner, Matt Middler, Betty Burnout, Sally Superstar, Stan Student, Patty Parent.

The process of developing the BSIP took six weeks with 3 drafts going to staff for revision and is still ongoing.

Need "Add Another Objective" Button to repeat Box B.

B. Major Objectives and Strategies of the Plan

Goal Alignment (Element 3)

Objective – May use a SMART approach. Use a reasonable number of objectives that can be adequately monitored and completed.

CSIP Goals

Hillsboro school will increase its annual staff and student attendance by 3% in the 2015-2016 school year.

Add in your CSIP GOAL

Baseline Data (Element 4)

What baseline data was used to measure progress toward this objective?

The daily attendance rate the last 3 years was:

2014-2015- 92.4%

2013-2014-93.2%

2012-2013-95.1%

Use of Research-Based Implementation Strategies (Element 5)

Researched-based Implementation Strategies – Cited evidence should be from credible sources, such as publications or presentations that have been reviewed by peers, credible textbooks, trade books, journals, the What Works Clearinghouse review, and publications and papers produced by nationally-recognized research or higher-education institutions. Include dates.

We are in our second year of PBIS.....

We are in our 3rd year of Advisory or Learning Lab where a staff member works with 22 students each day and monitors their progress.

Monitoring (Element 6)

How was the objective monitored on an ongoing basis? How did you know that expected progress was being made on the objective? Specify what data was monitored and how and when that data was collected.

The Lab Teachers meets weekly to review data and suggest school wide strategies to the Leadership team. In addition, the principal monitors attendance, academic and behavioral data weekly, monthly or quarterly. If problems seem to be occurring with a particular student or staff member, the principal takes immediate action to remediate the problem.

What corrective action(s) was taken to improve areas not making expected progress? Describe how the data and results of strategies were used by the BIP team to make adjustments during the school year.

It was discovered through data analysis that a significant percentage of absences were coming from the grade or class or day etc.. It was discovered that this student or teacher was not attending work regularly The teacher is now on a (PIP). The student received discipline and was referred to our truancy court.

C. Sharing of Results (Element 7)

Describe how and when BIP results were shared with building staff, BIP team, and school district administration. Provide evidence, such as the BIP team follow-up meeting minutes and presentation, building faculty meeting agenda and presentation, building-level data wall in faculty workroom listing NEE indicators and BIP objective-related performance data, or BIP report to school district administration.

Student Data is shared weekly with the staff. Staff data is shared with the administration. This data is also shared monthly to the whole faculty. This data is shared annually at our board meeting and on our building attendance boards.

NOTE: Place BIP monitoring and reporting documents in Appendix A.

Appendix Attachments

Appendix A: BIP Monitoring and Reporting Documents – This section should contain documents that show efforts to regularly share BIP results under the Principal's supervision.

Building Improvement Plan Rubric

- **Element 1 - The principal leads the development of the BIP.**

- 0: The principal describes little or no leadership involvement on his/her part in BIP development.
- 1:
- 2: The principal describes vague or minimal leadership involvement on his/her part in BIP development.
- 3:
- 4: The principal describes extensive leadership involvement on his/her part in BIP development.

- **Element 2 - The BIP is collaboratively developed.**

- 0: The principal describes a "top down" process or the BIP was written by a single author with little effort to actively involve other key stakeholders.
- 1:
- 2: The principal describes a vague or minimal collaborative process that involves limited stakeholders.
- 3:
- 4: The principal describes a fully collaborative process that involves a wide variety of building-level stakeholders.

- **Element 3 - The BIP objectives are aligned to CSIP goals.**

- 0: The principal does not align the BIP objectives to CSIP goals.
- 1:
- 2: The principal vaguely or incompletely aligns the BIP objectives to CSIP goals.
- 3:
- 4: The principal fully and clearly aligns the BIP objectives to CSIP goals.

- **Element 4 - The BIP includes measurable objectives with baseline data.**

- 0: The principal provides no baseline data.
- 1:
- 2: The principal provides vague or limited baseline data.
- 3:
- 4: The principal provides clear and compelling baseline data for all objectives.

- **Element 5 - The BIP includes use of research-based implementation strategies.**

- 0: The principal describes no research-based implementation strategies and sources for each objective.
- 1:
- 2: The principal describes some research-based implementation strategies and sources for each objective.
- 3:
- 4: The principal fully describes research-based implementation strategies and sources for each objective.

- **Element 6 - Plans for monitoring the BIP.**

- 0: The principal provides no description of the monitoring process or corrective actions.
- 1:
- 2: The principal provides a limited description of the monitoring process or corrective actions.
- 3:
- 4: The principal provides an ample and clear description of the monitoring process, and corrective actions if needed.

- **Element 7 - Plan For and Evidence of Sharing the Monitored BIP Results.**

- 0: The principal provides no description of how BIP results were shared.
- 1:
- 2: The principal provides a limited description of how the BIP results were regularly shared with school staff, BIP team, and school district administration.
- 3:
- 4: The principal provides an ample and clear description of how the BIP results were regularly shared with school staff, BIP team, and school district administration.

Principal Professional Development Plan

A. Goals to be Addressed by the Principal Professional Development Plan (PPDP)

| District Goal(s) (CSIP Goals) | Building Goal(s) (BIP Goals) | NEE Leader Indicator |
|--|--|---|
| Use the information from the 2015-2016 CSIP. Choose 1 or 2 goals. | You are able to use the CSIP plan like the teachers. If you complete the BIP first, feel free to use that. | P4.1 Promote rigorous and appropriate curriculum and assessment |
| Principal Professional Development (PD) Goal (PPDP Element 1) | | |
| <p><i>Set a measurable and attainable goal that benefits the school and learners (e.g., I will improve my collaborative communication skills as measured by my Teacher Survey results, moving from an average of 2 to 3). The goal may be informed by your Building Improvement Plan.</i></p> <p>The principal will provide PD, monitoring, support, and collaborative time to enable research based UOI development and PD plan development by Ma7 2016. All staff and administration will complete their plans by Feb. 1</p> | | |
| Data Used to Determine PD Goal (PPDP Element 2) | | |
| <p><i>Provide data used to determine your PD goal (e.g., previous year's NEE Reports, teacher survey results, self-assessment).</i></p> <p>Three checks will be conducted using NEE software by the Superintendent on 11/1/15, 2/1/16, & 5/1/16.</p> | | |

B. PD Activities

| Sequence of PD Activities (PPDP Element 3) |
|--|
| <p><i>List at least three substantive PD activities that are aligned to your PD goals. Include a time frame.</i></p> <ol style="list-style-type: none"> 1. Facilitated PD Trainings for staff 9/25 and 10/16. 2. Facilitated NEE UOI Overview 11/18/15 3. Attended the MASSP Conference |
| Research Base for PD Activities (PPDP Element 4) |

Explain the connection between cited research and PD activities to improve your school and student learning.

COPY THIS -

Numerous sources and bodies of research informed the development of Missouri's teacher and leader standards, professional continuum, professional frames and the model Educator Evaluation System. Examples of the research and some of the resources are provided. These may serve as a foundational understanding of the Educator Evaluation System, as well as provide further development regarding an understanding of effective evaluation processes. Missouri's teacher standards have been informed by the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) standards through a gap analysis conducted by McREL. The National Board for Professional Teaching Standards also informed the development of Missouri's Teacher Standards. The leader standards have been closely aligned to the Educational Leadership Policy Standards: ISLLC 2008.

The following references some of the articles and research which informed the development of Missouri's Teacher and Leader Standards and the Educator Evaluation System.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*, 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). <http://shop.ascd.org/Default.aspx?TabID=55&ProductId=755>

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education <http://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching.pdf>

Fullan, M. (2011, April). *Choosing the wrong drivers for whole system reform*. East Melbourne, VIC: Centre for Strategic Education. http://www.michaelfullan.ca/home_articles/SeminarPaper204.pdf

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. <http://www.routledge.com/books/details/9780415476188/>

Lemov, Doug. (2010) *Teach Like a Champion: 49 Techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass. <http://www.douglemov.com>

Measures of Effective Teaching (MET) Project. (2012, January). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Bill & Melinda Gates Foundation. http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf

Marshall, K. (2009). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. Jossey-Bass. <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470449969.html>

Marshall, K. (2010, September 4). Teacher evaluation rubrics. Retrieved June 2012, from <http://www.marshallmemo.com/articles/%20KM%20Teacher%20Eval%20Rubrics%20Sept%202010.pdf>

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD). <http://shop.ascd.org/Default.aspx?TabID=55&ProductId=790>

McClellan, C. (2012, February 5). Teacher evaluator training & certification: Lessons learned from the measures of effective teaching project. The Danielson Group. <http://www.danielsongroup.org/article.aspx?type=news&page=METLessons>

Waters, T., Marzano, J. & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. McREL. http://www.etc.ca.gov/educator-prep/ASC/5031RR_BalancedLeadership.pd

C.**Prior Related PD (PPDP Element 5)**

Provide a brief description of how the PD activities build upon prior PD or whether these activities are a new venture.

The district is completing our implementation of the NEE evaluation model for our staff. During the 2014-2015 school year the emphasis was on the classroom instruction piece. During the 2015-2016 school year the district has completed the implementation of the PD plan and the UOI.

Principal Professional Development Plan – Mid-Year Cycle to be
completed by (date)

Principal: _____

School Year: _____

D. Evidence of Progress (PPDP Element 6)

Data Showing Progress Toward Specific PD Goals

Provide evidence of how the PD activities improved your administrative practice, building goals, or student performance.

You can use grade data. Classroom observation data. The number of staff members who have completed all their evaluation requirements.

E. Narrative

Principal Comments

Supervisor Comments

**Principal Professional Development Plan – End-of-Year Cycle to
be completed by (date)**

Principal: _____

School Year: _____

F. Evidence of Progress (PPDP Element 6)

Data Showing Progress Toward Specific PD Goals

Provide explicit evidence of how the PD activities improved your administrative practice, building goals, or student performance.

You can use grade data. Classroom observation data. The number of staff members who have completed all their evaluation requirements.

G. Completion of Goals

| | YES | NO | IN PROGRESS |
|------------------------------------|-----|----|-------------|
| Was Goal 1 successfully completed? | | | |
| Was Goal 2 successfully completed? | | | |
| Was Goal 3 successfully completed? | | | |
| Was Goal 4 successfully completed? | | | |

H. Narrative

| | |
|--------------------|---------------------|
| Principal Comments | Supervisor Comments |
|--------------------|---------------------|

Principal Professional Development Plan (PPDP) Rubric

- **Element 1 - Identifies Professional Development Goals.**

- 0: The principal does not identify a measurable and attainable goal.
- 1:
- 2: The principal identifies a goal, but it is not clearly measurable and attainable.
- 3:
- 4: The principal identifies a measurable and attainable goal.

- **Element 2 - Uses data to determine PD needs.**

- 0: The principal does not refer to data used to determine the professional development goal.
- 1:
- 2: The principal provides minimal data (e.g., principal evaluations, student test scores) and a limited discussion of how it was used to determine the professional development goal.
- 3:
- 4: The principal provides data from multiple sources and clearly describes how it was used to determine the professional development goal.

Principal Professional Development Plan (PPDP) Rubric

- **Element 3 - Articulates a sequence of activities to achieve professional development goals.**

- 0: The principal includes only one type of activity that is remotely related to the professional development goal.
- 1:
- 2: The principal includes more than one substantial activity (more than 4 clock-hours each) that are moderately related to the professional development goal.
- 3:
- 4: The principal includes at least three substantial activities that are strongly related to the professional development goal.

- **Element 4 - Cites research to inform and justify professional development activities.**

- 0: The principal does not refer to the use of research to select professional development content, activities, or processes.
- 1:
- 2: The principal minimally refers to research and how it informed the selection of professional development content, activities, or processes.
- 3:
- 4: The principal explicitly cites research and describes how it informed the selection of professional development content, activities, or processes.

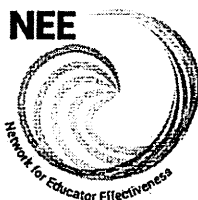
- **Element 5 - Builds upon prior professional development.**

- 0: The principal does not refer to prior professional development.
- 1:
- 2: The principal vaguely or minimally refers to prior professional development.
- 3:
- 4: The principal explicitly builds upon prior professional development.

- Element 6 - Provides evidence on progress toward goal.

- 0: The principal does not include evidence.
- 1:
- 2: The principal includes some limited data-based evidence of progress toward the goal.
- 3:
- 4: The principal clearly documents data-based evidence of progress toward the goal and its effects on administrative practice, building goals, or student performance. The principal specifies a performance metric.

Teacher Survey



Teacher Survey Items

This document contains a listing of the Teacher Survey items. The Teacher Survey was launched on December 2, 2015. The items are subject to data-based revisions. Constructive feedback is welcome. Please email feedback to Chia-Lin Tsai at tsaic@missouri.edu.

1. This principal typically provides me with face-to-face feedback within two working days of observing my classroom.
2. This principal provides specific feedback to me regarding ways my teaching can improve (i.e., focused, detailed, concrete).
3. This principal provides useful and relevant feedback to me regarding ways my teaching can improve.
4. This principal provides specific feedback to me regarding areas of strength in my teaching (i.e., focused, detailed, concrete).
5. This principal provides useful and relevant feedback to me regarding areas of strength in my teaching.
6. This principal clearly communicates school vision and mission to me.
7. This principal provides opportunities for me to connect with the community.
8. This principal behaves professionally.
9. This principal develops positive relationships with staff.
10. This principal has a clearly defined governance structure that allows opportunities for teachers to make school decisions.
11. This principal promotes the use of student data in my instructional decisions.
12. This principal is accessible to students.
13. This principal demonstrates deep understanding of effective instruction.
14. This principal advocates for my school with the community.
15. This principal provides an environment that helps us feel safe.
16. This principal encourages the use of data for monitoring school improvement.
17. This principal helps staff deal with interpersonal conflicts.
18. This principal knows and cares about students.

19. This principal promotes equitable access to learning opportunities for all students.
20. This principal minimizes interruptions during instruction time.
21. This principal behaves ethically.
22. This principal ensures school meetings address school improvement.
23. This principal provides opportunity for parent voice in important school decisions.
24. This principal ensures wide participation of all stakeholders in decisions about school improvement.
25. This principal promotes consistent use of rigorous and appropriate assessments.
26. This principal provides or locates resources I need for my teaching.
27. This principal holds me accountable for my responsibilities for implementing the school improvement plan.
28. This principal provides me with valid and meaningful professional development opportunities.
29. This principal maintains efficient operation of the school.
30. This principal keeps me informed about current board policies.
31. This principal expects me to provide effective instruction for student achievement.
32. This principal promotes equitable access to resources and opportunities for all staff.
33. This principal welcomes opposing opinions, criticisms, and concerns.
34. This principal monitors the application of professional development in my instruction.
35. This principal promotes a positive school climate for all students.
36. This principal knows what professional development I need.
37. This principal encourages parent participation in school activities.
38. This principal is knowledgeable about the content, scope and sequence of the curriculum.
39. This principal engages the community in mutually beneficial ways.
40. This principal ensures that I teach the approved curriculum.
41. This principal promotes cultural inclusiveness and responsiveness.
42. This principal communicates his/her own personal learning with teachers.

- 43. This principal helps staff deal with professional conflicts.
- 44. This principal facilitates teamwork among staff to effectively achieve school goals.
- 45. This principal is aware of the underlying issues influencing school climate.
- 46. This principal keeps our facilities clean and orderly.
- 47. This principal establishes and follows effective procedures for student discipline.



NEE

Network for Educator Effectiveness
College of Education
University of Missouri

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Version 1 (12/3/2015)

ADMINISTRATOR EVALUATION FORM



Administrator Evaluation Form

Name _____

Position _____

Date _____

Standard 1: An administrator is an educational leader who promotes the success of all staff and students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. This culture of learning is advocated for, nurtured and sustained by an educational environment conducive to enhancing personal growth opportunities for students and staff.

Standard 2: An administrator is an educational leader who promotes the success of the school district by ensuring management of the organization, operations, and resources for a safe, efficient and effective school environment through effective communication and

Standard 3: An administrator is an educational leader who promotes the success of all students and staff by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4: Acting with integrity, fairness, and in an ethical manner, an administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context of the school community.

Standard 1: The administrator demonstrates knowledge and understanding of:

| | | | | |
|--|--|--|--|---|
| learning theories and goals for learning. | how to develop and implement strategic plans. | information resources, data collections, and data | effective communication. | how to effectively reach consensus. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| student growth and development. | curriculum design, implementation, evaluation, and refinement. | principles of effective instruction. | measurement, evaluation and assessment processes of students and staff. | the role of technology in student learning and staff professional growth. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| how the vision and mission of the District shapes the educational programs, plans and actions. | how assessment data, relative to student learning and achievement, can be used to develop building | the variety of ways students can learn. | emerging issues and trends that potentially impact the school community. | Missouri School Improvement Standards (MSIP). |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| the District's Comprehensive School Improvement Plan (CSIP) as indicated by use of its goals and objectives. | the law as related to education and schooling. | why curriculum decisions reflect student performance data, research, federal and state mandates. | the idea of the common good and the right of every student to a free, quality education. | barriers to teaching and learning. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |

Standard 2: the administrator facilitates processes and engages in activities to ensure:

| | | | | |
|---|--|--|--|--|
| District processes for change of systems, organizational structure, and staff are adhered to. | operational procedures at the District and building level function at the appropriate level. | any/all issues or problems with operational functions are identified and reported. | all budgeting procedures, as outlined by policy or the Business Manager, are followed. | procedures as defined in policy and replicated in handbooks for management of student matters is adhered to. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| professional development is an integral part of school improvement. | District technologies that support management functions are used and operate efficiently. | safe and efficient operation of the school plant, equipment, and support systems. | management decisions facilitate teaching and learning. | effective, two-way communication occurs between themselves, parents, and staff. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| the identification, confrontation, and resolution of potential problems in a timely manner. | efficient time management to maximize attainment of organizational goals. | the school community is involved in continuous school improvement efforts. | resources necessary for the achievement of goals are identified. | issues are communicated succinctly, in a timely manner, to parties who have a need to know. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |

Standard 3: the administrator promotes the success of students and staff:

| | | | | |
|--|---|--|--|---|
| by recognizing, appreciating, and understanding diversity and the potential impact on the educational setting. | by promoting a vision of high standards for learning. | through effective supervision and evaluation of staff to ensure a high standard of performance. | by believing in the proposition all students can learn. | by accepting responsibilities, advocating for high standards, and setting expectations for self and others. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| through effective collaboration with all stakeholders. | through high visibility, active involvement, and communication with the larger community. | when utilizing relevant demographic data to develop building and district goals. | when utilizing the legal system, counseling programs, etc., to protect students rights and | through the development of a caring school community. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| through continuing dialogue with District decision makers. | by recognizing achievement and personal growth of students and staff. | by designing, evaluating, implementing, and refining curricular, co-curricular, and extra-curricular programs. | with the proposition education is the key to opportunity and social mobility | by using the influence of office constructively in service to students and their families. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| by serving as an effective change agent. | through policy development. | by making students and staff feel valued. | by encouraging life long learning. | by stimulating learning that is relevant and rigorous. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |

Standard 4: the administrator understands, responds to, and influences the larger political, social, economic, legal, and cultural context of the school community.

| | | | | |
|--|--|---|---|--|
| by demonstrating a professional code of ethics. | through effective communication of the vision and mission of the school to staff, parents, students and community. | by managing fiscal resources responsibly, efficiently, and effectively. | by maintaining the confidentiality and privacy of school records. | when giving credence to individuals and groups whose values and opinions may conflict with the District or themselves. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| by applying ethical principles to decision making by subordinating one's own interest. | by serving as a role model. | when accepting and by giving consideration to the impact his/her administrative practices have on others. | by treating people fairly, equitably, with dignity and respect. | by respecting the authority of others. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |
| by faithfully fulfilling all legal and contractual obligations. | through fair and consistently application of laws and procedures. | through awareness of issues that may impact the school. | when developing programs to meet the needs of students and staff. | because of relative community partnerships developed for the education of children. |
| 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA | 5 4 3 2 1 NA |

Evaluator Comments

| | | | | | | | | | | | |
|---|--|----------------------------------|--|--------------------------|----------------|--------------------------|--------------------|--------------------------|---|--|--|
| | | | | | | | | | | | |
| <p>Signature indicates completion of the evaluation, not necessarily agreement</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>_____ Administrator's Signature</p> <p>_____ Date</p> </div> <div style="width: 45%;"> <p>_____ Employee's Signature</p> <p>_____ Date</p> </div> </div> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">EMPLOYMENT RECOMMENDATION</td> </tr> <tr> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> <td>Be reemployed.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Not be reemployed.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Be employed under the following conditions:</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> </tr> </table> | EMPLOYMENT RECOMMENDATION | | <input type="checkbox"/> | Be reemployed. | <input type="checkbox"/> | Not be reemployed. | <input type="checkbox"/> | Be employed under the following conditions: | | |
| EMPLOYMENT RECOMMENDATION | | | | | | | | | | | |
| <input type="checkbox"/> | Be reemployed. | | | | | | | | | | |
| <input type="checkbox"/> | Not be reemployed. | | | | | | | | | | |
| <input type="checkbox"/> | Be employed under the following conditions: | | | | | | | | | | |
| | | | | | | | | | | | |
| <p>Employee Response:</p> | | | | | | | | | | | |

Schedule for Administrator Evaluation

PD Plan- Feb. 10

Building Improvement Plan – Feb. 10

Teacher Survey – Feb. 10

Meet with Superintendent to go over evaluation.