Oak Park School District

Administrator Evaluation Program

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Foreword

The Oak Park Evaluation Program and supporting standards are the result of the collaboration and cooperation of Oak Park administrators, the Superintendent, and Board of Education members. In this document, we have expressed what we believe effective administrators do in their schools, based on effective, research based strategies. The supporting standards consist of six standards of effective school leadership. The ultimate goal is to increase student achievement through continuous professional growth, coordinating efforts to educate students, and requiring accountability.

As research in the area of effective counseling continues, professionals learn more about effective leadership and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of school administration. We expect our administrators to incorporate the six standards into their current successful practices and for central office administrators to support building leaders in developing these practices. As with any effort of this magnitude, this document will be reviewed and modified to ensure that it continues to reflect our best and most current thinking.

This document is an example of the commitment that Oak Park educators have to the improvement of public education in our community. All of those involved in the development of the Evaluation Program and supporting standards hope it will serve as a valuable tool in the continuous pursuit of equity and excellence.

Dr. Daveda J. Colbert	Dr. JoAnn Wright
Superintendent	Association of Oak Park School Administrators

Our Mission

The mission of the Oak Park School District is to provide quality education in which we respect students' individual and cultural differences, educate all students to meet or exceed the district's academic standards, and ensure that they possess the life skills necessary to become lifelong learners and productive citizens.

Purpose of Evaluation

The administrator performance evaluation process will:

- Serve as a guide for administrators as they reflect upon and improve their effectiveness as school leaders;

- Focus the goals and objectives of the District in supporting, monitoring and evaluating administrators;

- Guide professional development for administrators;

- Serve as a tool in developing coaching and mentoring programs for administrators.

What the Oak Park Evaluation Program and Supporting Standards Are:

- ➢ They are a commitment to the growth and development of teachers and administrators.

- ➢ They are a statement that communicates our beliefs about effective leadership.

- ➢ They are a synthesis of leadership behaviors that promote student learning and are supported by research, learning theory, and expert opinion.

- ➢ They are a continuous source of information on effective leadership which will be reviewed and updated periodically.

- ➢ They are a resource for teachers and administrators to use in their roles as instructional decision makers.

What the Oak Park Evaluation Program and Supporting Standards Are Not:

- ➢ They are **NOT** an attempt to supersede Board-adopted curriculum or prescribe one way for all Oak Park administrators to lead.

- ➢ They are **NOT** an outline of elements of leadership that are expected every day in every circumstance and in the same order in which they appear in the Standards.

Evaluation Timeline

Administrator's Name: _____   **School Year:** _____

Step & Date	ACTIVITY	The Administrator will:	The Evaluator will:
Step 1 (SEP)	**Orientation:** Distribute a complete set of evaluation program to administrators at the General Administration Meeting	Examine the materials and follow the instruction	Conduct the Orientation
Step 2 (OCT 30)	**Pre-Evaluation Planning:** Using the rubric (pg. 5-15), the administrator will self-assess and formulate goals (3 goals)	☐ Self-assess using the Rubric (p5-15) ☐ Complete Summary Rating (P 17) ☐ Formulate goals and work with Evaluator on finalizing these goals and pertaining artifacts.	Provide clarification if needed
Step 3 (NOV 15)	**Meeting with the Evaluator:** Discuss the self-evaluation, goals, and the data to be gathered for the evaluation process. They agree on the level of performance.	Provide the logic behind their goals and their choice of data and artifacts	Discuss the results and agree on 3 goals, data needed, and performance level
Step 4 (SEP-DEC)	**Mid Year Site Visit Conference**	Participate in the mid year site visit conference to discuss progress with the evaluator	Provide feedback on progress, based on site visits & other data from September to December
Step 5 (NOV15 – MAY 1)	**Data Collection:** Data may include the artifacts listed under each standard	Collect the data to use as evidence of accomplishing the goals	Visit the school to observe the environment.
Step 6 (JAN-MAY)	**End of Year Site Visit Conference**	Participate in the end of year site visit conference to discuss progress with the evaluator	Provide feedback on progress, based on site visits & other data from January to May
Step 5 (MAY 1)	**Consolidated Performance Assessment**	Prepare a brief summary of the data and artifacts and submit the report to the evaluator by May 1st	Provide clarification if needed
Step 6 (JUN 15)	**Meeting Between Administrator and Evaluator**	Meet with the evaluator to discuss and receive his/her summary evaluation (prepared prior to this meeting)	1. Work with the Administrator on the outcomes of the evaluation and the recommendations for the professional growth. 2. Present final report by June 15

At the conclusion of the required steps this form and the Goal/s form will be completed and signed by the Administrator and the Evaluator. A copy of this page and parts (I pg. 18, II pg. 21) will be forwarded to the Superintendent and HR file.

Administrator's Signature: _____   Evaluator's Signature: _____

Date: _____   Date: _____

Rubric* for Instructional Administrator Self-Evaluation
* The rubric is adapted from the North Carolina School Executive: Principal Evaluation Process

Standard 1: Strategic Leadership

S1: The administrator will demonstrate and encourage best practice strategies to facilitate the improved learning of individual students.

S1_a: **School Vision, Mission and Strategic Goals**: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the process used to establish these attributes, and the ways they are embodied in the life of the school community.	
Ineffective	☐ Develops his/her own vision of the changing world that schools are preparing children to enter
Minimally Effective	…and ☐ Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff ☐ Maintains a focus on the vision and strategic goals/District non-negotiable goals throughout the school year
Effective	…and ☐ Creates with stakeholders a vision for the school that captures peoples' attention. ☐ Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals/ District non-negotiable goals
Highly Effective	…and ☐ Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school ☐ Initiates changes to vision and goals based on data to improve performance, school culture and school success

S1_b: **Leading Change**: The administrator articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.	
Ineffective	☐ Identifies changes necessary for the improvement of student learning
Minimally Effective	…and ☐ Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process
Effective	…and ☐ Adapts/varies leadership style according to the changing needs of the school and community ☐ Is comfortable with major changes in implementing processes and accomplishing tasks ☐ Routinely and systematically communicates the impacts of change process to all stakeholders
Highly Effective	…and ☐ Is a driving force behind major initiatives that help students acquire 21st century skills ☐ Systematically challenges the status quo by leading change with potentially beneficial outcomes

S1_c: **School Improvement Plan**: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students	
Ineffective	☐ Understands statutory requirements regarding the School Improvement Plan
Minimally Effective	…and ☐ Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals/ District non-negotiable goals and objectives ☐ Uses data to develop the framework for the School Improvement Plan
Effective	…and ☐ Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the Oak Park Board of Education ☐ Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives
Highly Effective	…and ☐ Incorporates principles of continuous improvement and researched best practices for improvement into the School Improvement Plan

S1_d: **Distributive Leadership**: The administrator creates and utilizes processes to distribute leadership and decision-making throughout the school.	
Ineffective	☐ Seeks input from a variety of stakeholder groups, including teachers and parents/guardians ☐ Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school
Minimally Effective	…and ☐ Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction ☐ Provides leadership development activities for staff members
Effective	…and ☐ Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decision made as a part of the collective decision making process ☐ Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles
Highly Effective	…and ☐ Encourages staff members to accept leadership responsibilities outside of the school building ☐ Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers

Suggested Artifacts for Standard 1:

School Improvement Plan
Evidence of School Improvement Team
Student achievement and testing data
Statement of school vision, mission, values, beliefs and goals
Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
Evidence of shared decision-making and distributed leadership
District non-negotiable goals

Standard 2: Instructional Leadership

S2: Administrators set high standards for the best practice strategies of 21st century instruction and curriculum-based assessments that result in an accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

S2_a: **Focus on Learning and Teaching, Curriculum, Instruction and Assessment**: The administrator leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	
Ineffective	☐ Collects and analyzes student assessment data in adherence with instructional and legal requirements ☐ Provides student access to a variety of instructional tools, including technology
Minimally Effective	…and ☐ Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning ☐ Organizes targeted opportunities for teachers to learn how to teach their subjects well ☐ Ensures that students are provided opportunities to learn and utilize best practices in the integrated use of instructional tools, including technology, to solve problems
Effective	…and ☐ Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning ☐ Creates a culture that is the responsibility of all staff to make sure that all students are successful
Highly Effective	…and ☐ Ensures that knowledge of teaching and learning serves as the foundation for the schools professional learning community ☐ Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students

S2_b: **Focus on Instructional Time**: The administrator creates procedures and schedules which limits disruption of instructional or preparation time for teachers.	
Ineffective	☐ Understands the need for teachers to have daily planning time and duty-free lunch periods ☐ Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations
Minimally Effective	…and ☐ Adheres to legal requirements for planning and instructional time ☐ Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher ☐ Designs scheduling processes and protocols that maximize staff input and address diverse student leaning needs
Effective	…and ☐ Ensures that teachers have the legally required amount of daily planning and lunch periods ☐ Routinely and conscientiously implements processes to protect instructional time from interruptions
Highly Effective	…and ☐ Structures the school schedule to enable all teachers to have individual and team collaborative planning time ☐ Systematically monitors the effect of the master schedule on collaborative planning and student achievement ☐ Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time

<u>Suggested Artifacts for Standard 2</u>:
School Improvement Plan
Student achievement and testing data
Student drop-out data
Documented use of formative assessment instruments to impact instruction
Development and communication of goal-oriented personalized education plans for identified students
Evidence of team development and evaluation of classroom lesson
Use of research-based practices and strategies in classrooms
Master school schedule documenting individual and collaborative planning for every teacher
District non-negotiable goals

Standard 3: Cultural Leadership

S3: Administrators will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Administrators will support the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

S3_a: Focus on Collaborative Work Environment: The administrator understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.	
Ineffective	☐ Understands characteristics of a collaborative work environment within the school ☐ Understands the importance of data gained from various data sources from parents, students, teachers, and stakeholders that reflect on the teaching and learning environment within the school
Minimally Effective	…and ☐ Designs elements of a collaborative and positive work environment within the school ☐ Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies ☐ Utilizes data gained from various sources to understand perceptions of the work environment
Effective	…and ☐ Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school ☐ Monitors the implementation and response to district/school policies and provides feedback to the School Improvement Team for their consideration ☐ Initiates changes resulting from data gained from a variety of sources
Highly Effective	…and ☐ Establishes a collaborative work environment which promotes cohesion and cooperation among staff ☐ Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills

S3_b: School Culture and Identity: The administrator develops and uses shared vision, values and goals to define the identity and culture of the school.	
Ineffective	☐ Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity
Minimally Effective	…and ☐ Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity
Effective	…and ☐ Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students
Highly Effective	…and ☐ Ensures that the school's identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school

S3_c: **Climate & Culture**: The administrator develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.	
Ineffective	☐ Understands the importance of building a sense of efficacy and empowerment among staff ☐ Understands the importance of developing a sense of well-being among staff, students and parents/guardians
Minimally Effective	…and ☐ Identifies strategies for building a sense of efficacy and empowerment among staff ☐ Identifies strategies for developing a sense of well-being among staff, students and parents/guardians
Effective	…and ☐ Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff ☐ Actively models and promotes a sense of well-being among staff, students parents/guardians
Highly Effective	…and ☐ Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes ☐ Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement

Suggested Artifacts for Standard 3:
School Improvement Plan
School Improvement Team
Evidence of shared decision-making and distributed leadership
Documented use of School Improvement Team in decision-making
Student achievement and testing data
Student Attendance Data
District non-negotiable goals

Standard 4: Human Resource Leadership

S4: Administrators will ensure that the school is a professional learning community. Administrators will ensure that process and systems are in place which results in recruitment, induction, support, evaluation, professional development and retention of highly effective staff.

S4_a: **Professional Development/Learning Communities**: The administrator ensures that the school is a professional learning community.	
Ineffective	☐ Understands the importance of developing effective professional learning communities and results-oriented professional development ☐ Understands the importance of continued personal learning and professional development
Minimally Effective	…and ☐ Provides structure for, and implements the development of effective professional learning communities and **results-oriented professional development** ☐ Routinely participates in professional development focused on improving instructional programs and practices
Effective	…and ☐ Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning
Highly Effective	…and ☐ Ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members

S4_b: **Teacher and Staff Evaluation**: The administrator evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.	
Ineffective	☐ Adheres to legal requirements for teacher and staff evaluation
Minimally Effective	…and ☐ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice ☐ Implements district and state evaluation policies in a fair and equitable manner
Effective	…and ☐ Utilizes multiple assessments to evaluate teachers and other staff members ☐ Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice
Highly Effective	…and ☐ Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school

S4_c: **Interviewing, Recommending, Placing and Mentoring staff**: The administrator establishes processes and systems in order to ensure a high-quality, high-performing staff.	
Ineffective	☐ Understands the school's need to hire, appropriately place, and mentor new staff members
Minimally Effective	…and At the school level, creates and implements processes for: ☐ interviewing new teachers and staff in collaboration with Human Resources ☐ recommending new teachers and staff to Human Resources ☐ working with Human Resources on placing new teachers and staff ☐ mentoring new teachers and staff
Effective	…and ☐ Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support
Highly Effective	…and ☐ Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population ☐ Ensures that professional development is available for staff members with potential to serve as mentors and coaches

Suggested Artifacts for Standard 4:

School Improvement Plan
Student achievement and testing data
Teacher professional growth plans
Master school schedule documenting individual and collaborative planning for every teacher
Record of professional development provided to staff
School Handbook
District non-negotiable goals

Standard 5: Managerial Leadership

S5: Administrators will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communication expectations and scheduling that result in organizing the work routines in the building. The administrator will engage teachers and other professional staff in conversations to plan their career paths and support the district succession planning.

S5_a: **School Resources and Budget**: The administrator establishes budget processes and systems which are focused on, and result in, improved student achievement.	
Ineffective	☐ Is knowledgeable of school budget and accounting procedures ☐ Utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities
Minimally Effective	…and ☐ Incorporates the input of the School Improvement Team in budget and resource decision ☐ Uses feedback and data to assess the success of funding and program decisions
Effective	…and ☐ Designs transparent systems to equitably manage human and financial resources
Highly Effective	…and ☐ Ensures the strategic allocation and equitable use of resources to meet instructional goals and support teacher needs

S5_b: **Conflict Management and Resolution**: The administrator effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.	
Ineffective	☐ Demonstrates awareness of potential problems and/or areas of conflict within the school
Minimally Effective	…and ☐ Creates processes to resolve problems and/or areas of conflict within the school
Effective	…and ☐ Resolves school-based problems/conflicts in a fair, democratic way ☐ Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues ☐ Discusses with staff and implements solutions to address potentially discordant issues
Highly Effective	…and ☐ Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected ☐ Resolves conflicts to ensure the best interest of students and the school result

S5_c: Systematic Communication: The administrator designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.	
Ineffective	☐ Understands the importance of open, effective communication in the operation of the school
Minimally Effective	…and ☐ Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community ☐ Routinely involves the school improvement team in school wide communications processes
Effective	…and ☐ Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community ☐ Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community
Highly Effective	…and ☐ Ensures that community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals

S5_d: School Expectations for Students and Staff: The administrator develops and consistently enforces expectations, structures, rules and procedures for students and staff.	
Ineffective	☐ Understands the importance of clear expectations, structures, rules and procedures for students and staff ☐ Understands district and state policies and law related to student conduct, etc.
Minimally Effective	…and ☐ Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the school improvement team ☐ Effectively implements district rules and procedures
Effective	…and ☐ Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff
Highly Effective	…and ☐ Systematically monitors issues around compliance with expectations, structures, and rules. Utilizes staff and student input to resolve such issues ☐ Regularly reviews the need for changes to expectations, structures, and rules

Suggested Artifacts for Standard 5:

Budget expenditure records
Written procedures for distributing resources
Schedules of support staff
School communication tools (bulletins, email, etc.)
System of managing complaints or other requests by staff, parents, or students
Conflict resolution procedures
Student Discipline Data
District non-negotiable goals

Standard 6: External Development Leadership

S6: The administrator will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as stakeholder in the school such that continued investment of resources and good will are not left to chance.

S6_a: **Parent and Community Involvement and Outreach**: The administrator designs structures and processes which result in parent and community engagement, support and ownership for the school.	
Ineffective	☐ Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school ☐ Identifies the positive, culturally-responsive traditions of the school and community
Minimally Effective	…and ☐ Proactively creates systems that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school
Effective	…and ☐ Implements processes that empower parents/guardians and all community stakeholders to make significant decisions
Highly Effective	…and ☐ Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda

S6_b: **Professional Ethics and Core Values**: The administrator designs activities and models a culture that reinforces core values in the school and in the community. The administrator expects and models adherence to professional ethics with staff and colleagues across the district.	
Ineffective	☐ Understands the importance of core values at the level of the school and the society ☐ Understand the district policies and guidelines in relation to professional ethics (confidentiality, chain of command, channel of communication, civil rights)
Minimally Effective	…and ☐ Practices and demonstrates core values and professional ethics in his/her interaction with co-workers, superintendent, and parents ☐ Follows protocol in making requests and communicating on business related matters
Effective	…and ☐ Implements processes that recognize and reward behaviors that adhere to core values and professional ethics ☐ Implements programs and activities that teach core values to students and professional ethics to staff
Highly Effective	…and ☐ Involve the community in supporting and celebrating people and behaviors that mirror core values and professional behaviors

Standard 6: External Development Leadership (continued)

S6_c: **Federal, State and District Mandates**: The administrator adheres to protocols and processes in order to comply with federal, state, and district mandates.	
Ineffective	☐ Is knowledgeable of applicable federal, state and district mandates ☐ Is aware of district strategic goals and initiatives directed at improving student achievement
Minimally Effective	…and ☐ Adheres to protocols and processes to comply with federal, state and district mandates ☐ Implements district initiatives directed at improving student achievement
Effective	…and ☐ Ensures compliance with federal, state and district mandates ☐ Continually supports district initiatives and communicated with district-level decision-makers
Highly Effective	…and ☐ Communicates federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ☐ Actively participates in the development of district goals and initiatives directed at improving student achievement

Suggested Artifacts for Standard 6:
Parent involvement in School Improvement Team
Incorporating District goals in the School Improvement Plan
PTSA/Booster club operation and participation
Parent survey results
Evidence of community support and partnerships
Records of positive student behavior
Reports and presentation to stakeholders on achievement results
Records of administrator participation on district-wide committees
Reports and presentation on compliance with State and federal guidelines
District non-negotiable goals

Self-Evaluation Instrument **Instructional Administrator Summary Rating Form**	Ineffective	Minimally Effective	Effective	Highly Effective
Standard 1: Strategic Leadership				
S1_a School Vision, Mission and Strategic Goals	☐	☐	☐	☐
S1_b. Leading Change	☐	☐	☐	☐
S1_c. School Improvement Plan	☐	☐	☐	☐
S1_d. Distributive Leadership	☐	☐	☐	☐
Overall Rating for Standard 1	☐	☐	☐	☐
Standard 2: Instructional Leadership				
S2_a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment	☐	☐	☐	☐
S2_b. Focus on Instructional Time	☐	☐	☐	☐
Overall Rating for Standard 2	☐	☐	☐	☐
Standard 3: Cultural Leadership				
S3_a. Focus on Collaborative Work Environment	☐	☐	☐	☐
S3_b. School Culture and Identity	☐	☐	☐	☐
S3_c. Culture & Climate	☐	☐	☐	☐
Overall Rating for Standard 3	☐	☐	☐	☐
Standard 4: Human Resource Leadership				
S4_a. Professional Development/Learning Communities	☐	☐	☐	☐
S4_b. Teacher and Staff Evaluations	☐	☐	☐	☐
S4_c. Interviewing, Recommending, Placing and Mentoring staff	☐	☐	☐	☐
Overall Rating for Standard 4	☐	☐	☐	☐
Standard 5: Managerial Leadership				
S5_a. School Resources and Budget	☐	☐	☐	☐
S5_b. Conflict Management and Resolution	☐	☐	☐	☐
S5_c. Systematic Communication	☐	☐	☐	☐
S5_d. School Expectations for Students and Staff	☐	☐	☐	☐
Overall Rating for Standard 5	☐	☐	☐	☐
Standard 6: External Development Leadership				
S6_a. Parent and Community Involvement and Outreach	☐	☐	☐	☐
S6_b. Professional Ethics and Core Values	☐	☐	☐	☐
S6_c. Federal, State and District Mandates	☐	☐	☐	☐
Overall Rating for Standard 6	☐	☐	☐	☐
Overall Rating for this School Executive	☐	☐	☐	☐

Note: This form is to be used by the Administrator to summarize their self evaluation and share with the evaluator for discussions leading to the agreement on goals and artifacts. It will not be placed in the administrator's file.

PART I - GOALS, TIMELINE, BRIEF SUMMARY ON EACH GOAL (Administrator)

Administrator's Name: _____   School Year: _____

Position & Location: _____

Evaluator & Position: _____

Goal # _____ **of** _____ (completed based on the self evaluation and following a discussion with the evaluator):

Please mark the standard/s pertaining to this goal with an X:

☐ **S1: Strategic Leadership**	☐ **S4: Human Resources Leadership**
☐ **S2: Instructional Leadership**	☐ **S5: Managerial Leadership**
☐ **S3: Cultural Leadership**	☐ **S6: External Development Leadership**

Key Activities/Strategies (What is needed to accomplish this goal):

Description of Activities/Strategies	Timeline	Date Completed

Data and Artifacts to demonstrate accomplishment of goal:

Description of Data/Artifacts Needed	When made available? Who keeps the Data/Artifacts

Mid Year Site Visit Findings (The Evaluator will conduct visits to the school in the period from September to December and will complete the following assessment based on walkthroughs, observations, discussions with teachers and parents, and a conference with the principal):

Description of Activities/Strategies	Progress Is Evident (yes or no or comments)
Commentary	

Mid-Year Site Visit Conference Date _____

Administrator's Signature: _____   Evaluator's Signature: _____

End of Year Site Visit Findings (The Evaluator will conduct visits to the school in the period from January to May and will complete the following assessment based on walkthroughs, observations, discussions with teachers and parents, and a conference with the principal):

Description of Activities/Strategies	Progress Is Evident (yes or no or comments)
Commentary	

End-of-Year Site Visit Conference Date _____

Administrator's Signature: _____   Evaluator's Signature: _____

Evidenced Based Self Reflection - Due By May 1st (The Administrator will report on the accomplishment of goal):

Describe accomplishments in meeting this goal:	**Describe aspects of the goal that remained unaccomplished with explanation(s)**

PART II – Feedback/Comments by the Evaluator - Due By June 15 (Evaluator)
 (After receiving the Brief Summary, the Evaluator will meet with the Administrator, formulate feedback/comments on the accomplishment of goal and recommendations for growth, and return to a meeting with the Administrator to share the final document with a copy to the Superintendent):

Administrator's Name: _____ **School Year:** _____

STANDARD 1: Strategic Leadership

Practices	Ineffective	Minimally Effective	Effective	Highly Effective
A. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the process used to establish these attributes, and the ways they are embodied in the life of the school community.	☐	☐	☐	☐
B. Leading Change: The administrator articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.	☐	☐	☐	☐
C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students	☐	☐	☐	☐
D. Distributive Leadership: The administrator creates and utilizes processes to distribute leadership and decision-making throughout the school.	☐	☐	☐	☐
Overall Rating for Standard 1	☐	☐	☐	☐

Comments:	Evidence or documentation to support rating:
	☐ School Improvement Plan ☐ Student achievement and testing data ☐ Statement of school vision, mission, values, beliefs and goals ☐ District Non-Negotiable Goals ☐ OTHER:
Recommended Action for Improvement:	

STANDARD 2: Instructional Leadership

Practices	Ineffective	Minimally Effective	Effective	Highly Effective
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The administrator leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	☐	☐	☐	☐
B. Focus on Instructional Time: The administrator creates process and schedules which protect teachers from disruption on instructional or preparation time.	☐	☐	☐	☐
Overall Rating for Standard 2	☐	☐	☐	☐

Comments:	Evidence or documentation to support rating:
	☐ School Improvement Plan
	☐ Student achievement and testing data
	☐ Student drop-out data
	☐ Documented use of formative assessment instruments to impact instruction
	☐ Use of research-based practices and strategies in classrooms
	☐ Master school schedule documenting individual and collaborative planning for every teacher
	☐ Evidence of evaluation of classroom Instruction
	☐ District non-negotiable goals
Recommended Action for Improvement:	☐ OTHER:

STANDARD 3: Cultural Leadership

Practices	Ineffective	Minimally Effective	Effective	Highly Effective
A. Focus on Collaborative Work Environment: The administrator understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.	☐	☐	☐	☐
B. School Culture and Identity: The administrator develops and uses shared vision, values and goals to define the identity and culture of the school	☐	☐	☐	☐
C. Culture& Climate: The administrator develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance	☐	☐	☐	☐
Overall Rating for Standard 3	☐	☐	☐	☐

Comments:	Evidence or documentation to support rating:
	☐ School Improvement Plan
	☐ Student achievement and testing data
	☐ District non-negotiable goals
	☐ OTHER:
Recommended Action for Improvement:	

STANDARD 4: Human Resource Leadership

Practices	Ineffective	Minimally Effective	Effective	Highly Effective
A. Professional Development/Learning Communities: The administrator ensures that the school is a professional learning community.	☐	☐	☐	☐
B. Teacher and Staff Evaluation: The administrator evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.	☐	☐	☐	☐
C. Interviewing, Recommending, Placing and Mentoring staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.	☐	☐	☐	☐
Overall Rating for Standard 4	☐	☐	☐	☐

Comments:	Evidence or documentation to support rating:
	☐ School Improvement Plan
	☐ Student achievement and testing data
	☐ Teacher professional growth plans
	☐ Master school schedule documenting individual and Collaborative planning for every teacher
	☐ Record of professional development provided to staff
	☐ School Handbook
	☐ District non-negotiable goals
	☐ OTHER:
Recommended Action for Improvement:	

STANDARD 5: Managerial Leadership

Practices	Ineffective	Minimally Effective	Effective	Highly Effective
A. School Resources and Budget: The administrator establishes budget processes and systems which are focused on, and result in, improved student achievement.	☐	☐	☐	☐
B. Conflict Management and Resolution: The administrator effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.	☐	☐	☐	☐
C. Systematic Communication: The administrator designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.	☐	☐	☐	☐
D. School Expectations for Students and Staff: The administrator develops and enforces expectations, structures, rules and procedures for students and staff.	☐	☐	☐	☐
Overall Rating for Standard 5	☐	☐	☐	☐

Comments:	Evidence or documentation to support rating:
	☐ Budget expenditure records
	☐ Written procedures for distributing resources
	☐ Schedules of support staff
	☐ School communication tools (bulletins, email etc..)
	☐ System of managing complains or other requests by staff, parents, or students
	☐ District non-negotiable goals
	☐ OTHER:
Recommended Action for Improvement:	

STANDARD 6: External Development Leadership

Practices	Ineffective	Minimally Effective	Effective	Highly Effective
A. Parent and Community Involvement and Outreach: The administrator designs structures and processes which result in parent and community engagement, support and ownership for the school.	☐	☐	☐	☐
B. Professional Ethics and Core Values: The administrator expects and models adherence to professional ethics with staff and colleagues across the district and in the community.	☐	☐	☐	☐
C. Federal, State and District Mandates: The administrator adheres to protocols and processes in order to comply with federal, state, and district mandates.	☐	☐	☐	☐
Overall Rating for Standard 6	☐	☐	☐	☐

Comments:	Evidence or documentation to support rating:
	☐ Incorporating District goals in the School Improvement Plan
	☐ PTSA/Booster club operation and participation
	☐ Evidence of community support
	☐ Records of positive student behavior
	☐ Reports and presentation to stakeholders on achievement results
	☐ Records of administrator participation on district-wide committees
Recommended Action for Improvement:	☐ Reports and presentation on compliance with State and federal guidelines
	☐ District non-negotiable goals
	☐ OTHER:

Overall Performance Rating

The Evaluator will check one box based on the administrator's performance
Student Assessment and Growth must be a significant portion of the evaluation

Ineffective ☐   Minimally Effective ☐   Effective ☐   Highly Effective ☐

Additional Evaluator Commentary (optional)

Administrator Response (optional)

<u>Signatures</u>

Administrator: _____   **Date:** _____

Evaluator: _____   **Date:** _____