School-Based Administrator Evaluation Form

Administrator _____**Title** _____**School** _____ _____

School Year _____**Evaluation Year** _____ _____

<div align="right">

Yes   **No**

</div>

Part 1 – JOB RESPONSIBILITIES

STANDARD 1: VISION

An administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Objective: _____

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Performance Indicators
- Collaboratively develops a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student (MSDE)
- Establishes procedures for the collaborative development and periodic review of the vision by stakeholders
- Aligns resources to support the vision (MSDE)
- Communicates the vision and the progress towards the school's goals and objectives

Evaluator's Comments:

School-Based Administrator Evaluation Form

An administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school climate and instructional program conducive to student learning and professional development.

Objective: _____

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Performance Indicators

- Uses strategies to create a positive school culture that promotes respect for diversity and commonality
- Gathers and analyzes multiple sources of data to facilitate the implementation of effective instructional programs and to promote student achievement
- Ensures the implementation of essential curriculum and best practices for differentiated instruction and assessment
- Implements a regular and an effective staff evaluation process oriented toward continuous improvement of instruction
- Plans, implements and evaluates ongoing professional development to improve staff performance and student achievement

Evaluator's Comments:

School-Based Administrator Evaluation Form

An administrator is an educational leader who promotes the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Objective: _____

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Performance Indicators
- Provides structures and processes that promote effective communication and timely resolution to conflict
- Ensures that a safe, clean and aesthetically pleasing environment is created and maintained
- Involves stakeholders in developing and managing a budget that supports the instructional program and school improvement goals
- Develops and maintains a master calendar and schedule that reflects a focus on student achievement
- Identifies and develops effective leaders among the staff
- Develops, implements and manages a school-wide discipline plan in alignment with HCPSS Student Code of Conduct
- Establishes and maintains effective interpersonal relationships with students and staff

Evaluator's Comments:

School-Based Administrator Evaluation Form

STANDARD 4: FAMILY/COMMUNITY COLLABORATION

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

Objective: _____

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Performance Indicators

- Addresses parental concerns in a timely and effective manner
- Develops and maintains effective communication with all stakeholders
- Engages the community to create shared responsibility for student and school success
- Values the diversity of the community by ensuring that all stakeholders are treated in an equitable and dignified manner
- Shares leadership and decision-making with stakeholders
- Connects students and families to the appropriate health, human, and social resources
- Establishes on-going professional dialogues with staff regarding a proactive and positive relationship with the school community

Evaluator's Comments:

School-Based Administrator Evaluation Form

STANDARD 5: ETHICS AND INTEGRITY

An administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Objective: _____

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Performance Indicators
- Establishes trust and demonstrates openness and respect in relationships
- Uses feedback to reflect on leadership and its impact it on stakeholders
- Establishes processes that promote collaboration among diverse groups to develop and accomplish common goals
- Demonstrates commitment to continuous improvement for students, staff, and self
- Establishes and maintains procedures to protect the rights of confidentiality of individual students, staff and parents

Evaluator's Comments:

School-Based Administrator Evaluation Form

STANDARD 6: GREATER POLITICAL AND SOCIAL CONTEXT

An administrator is an educational leader who promotes the success of all students by understanding, and responding to the larger political, social, economic, legal, and cultural context.

Objective: _____

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Performance Indicators

- Ensures that school programs and procedures comply with local, state, and federal regulations and policies
- Uses appropriate avenues to advocate for policies and programs that promote equitable learning opportunities for all students regardless of socioeconomic status, ethnicity, gender, or disability
- Contributes to policy and decision making through participation on school, district, and state level committees
- Maintains membership and participates in professional organizations
- Represents the school within the larger community

Evaluator's Comments:

School-Based Administrator Evaluation Form

School-Based Administrator Evaluation Form

Administrator_____School_____School Year_____

By end of 1st Semester (Check (√) the appropriate rating for <u>each</u> standard.)

JOB RESPONSIBILITIES	Satisfactory	Needs Improvement	Unsatisfactory
Standard 1: Vision			
Standard 2: Instructional Leadership			
Standard 3: School management			
Standard 4: Collaboration with Parents/Community			
Standard 5: Ethics and Integrity			
Standard 6: Greater Political & Social Context			
Mid Year Progress: (Circle one)	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**

<u>Superintendent or Designee Summary</u>: (Significant achievements, commendations, areas for improvement)

<u>Administrator Comments</u>: (Optional)

Administrator's Signature: _____Date:_____

Evaluation Period:_____ to, _____

Superintendent or Designee _____ Date: _____

Cc: Administrator
    Evaluator
    Administrative Director

School-Based Administrator Evaluation Form

Administrator_____ School_____ School Year_____

(Check (√) the appropriate rating for <u>each</u> standard.)

JOB RESPONSIBILITIES		Satisfactory	Unsatisfactory
Standard 1:	Vision		
Standard 2:	Instructional Leadership		
Standard 3:	School management		
Standard 4:	Collaboration with Parents/Community		
Standard 5:	Ethics and Integrity		
Standard 6:	Greater Political & Social Context		
Overall Evaluation: (Circle one)		**Satisfactory**	**Unsatisfactory**

<u>Superintendent or Designee Summary</u>: (Significant achievements, commendations, areas for improvement)

<u>Administrator Comments</u>: (Optional)

Administrator's Signature: _____ Date:_____

Evaluation Period:_____ to, _____

Superintendent or Designee _____ Date: _____

Cc: Administrator
Evaluator
Administrative Director
Assistant Superintendent, School Administration
Personnel File

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

STANDARD 1: VISION
An educational leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the community.

STANDARD 2: INSTRUCTIONAL LEADERSHIP
An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

STANDARD 3: THE MANAGEMENT OF LEARNING
An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

STANDARD 4: FAMILY/COMMUNITY COLLABORATION
An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD 5: ETHICS AND INTEGRITY
An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

STANDARD 6: GREATER POLITICAL AND SOCIAL CONTEXT
An educational leader promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 1: Vision

An educational leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the community.

HCPSS Accountability Parameters: Mission, Leadership

Area of Focus	Knowledge, Skills, and Attitudes
Systemic Thinking	- Keeps the HCPSS vision and goals at the forefront of decision-making and actions. - Uses data-based research strategies to create a mission that takes in account the diversity of learners in the school/district.
Change	- Encourages others to seek opportunities for different and innovative approaches. - Facilitates the implementation and acceptance of change within the workplace. - Demonstrates support for innovation and for organizational changes needed to improve effectiveness. - Acts as a change agent. Understands the dynamics of resistance to change and employs strategies to reduce the resistance.
Strategic Planning	- Develops long-term objectives and strategies to motivate staff, students, families, and community to achieve the vision. - Translates vision into realistic strategies to mobilize resources to support the vision. - Implements continuous improvement principles for staff and self.

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

School/Program Improvement Planning	• Engages in the collection, organization and analysis of a variety of information, including student performance data, required to assess progress toward the district's vision, mission, and goals. • Makes decisions based upon student performance data. • Provides instructional leadership to implement changes based on data analysis.
Communication Skills	• Demonstrates the ability to communicate the vision to the school board, staff, parents, students, and community through the use of symbols, ceremonies, stories and other activities. • Expresses ideas clearly and concisely; disseminates information about decisions, plans, and activities. • Presents information, analysis, ideas and positions in writing in a clear and convincing manner.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

HCPSS Accountability Parameters: Instructional Time, Leadership, Programmatic Issues, Intervention Programs, Instructional Delivery

Area of Focus	Knowledge, Skills, and Attitudes
Cultural Proficiency	• Develops an approach to improve and maintain a positive culture for learning that capitalizes on multiple aspects of diversity to meet the needs of all students. • Assesses school/office/district culture using multiple methods. • Maintains constant contact with stakeholders to keep them informed of changes and to share information. • Uses strategies for creating a positive school or district culture. • Models and promotes respect for diversity.
Instructional Knowledge Base	• Demonstrates an understanding of the principles of effective instruction. • Ensures that curriculum and assessments are implemented in a manner that fully accommodates the diverse needs of individual learners. • Demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement. • Demonstrates the ability to assist personnel in understanding and applying best practices for student learning. • Uses disaggregated data to promote an environment for accelerated student learning for all student groups. • Identifies, clarifies and addresses barriers to student learning.
Effective Instructional Program	• Employs a variety of supervisory and evaluation models to ensure exemplary teaching for student learning. • Makes curriculum decisions based on research and HCPSS essential curriculum and assessments. • Maintains a culture of high expectations for self, student and staff performance. • Assesses student learning using a variety of techniques. • Utilizes multiple sources of data regarding student performance.

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

Professional Development	• Designs and demonstrates ability to implement well-planned, context appropriate professional development programs based on research on student and adult learning aligned with HCPSS system goals. • Uses observations, collaborative reflection and adult learning strategies to assist with forming comprehensive professional growth plans with personnel. • Develops and implements a personal professional growth plan that reflects a commitment to life-long learning and best practices.
Observation and Evaluation of Staff	• Conducts regular and effective evaluations of certificated staff based on student learning. • Conducts regular and effective evaluations of non-certified staff. • Provides both formal and informal feedback to staff regarding performance. • Identifies and develops potential leaders among the staff. • Conducts daily, informal visits, meetings and conversations with staff regarding successful job performance.

STANDARD 3: THE MANAGEMENT OF LEARNING

An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

HCPSS Accountability Parameters: Instructional Time, Staff and Staff AssignmentMaster Calendar, Intervention Programs, Climate

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

Area of Focus	Knowledge, Skills, and Attitudes
Building/ Program/Office/ Management	• Uses knowledge of learning, teaching and student performance to inform management decisions. • Initiates and maintains operational plans and procedures to achieve the mission and goals of the system/school. • Manages time effectively to maximize attainment of system/school goals. • Deploys financial and human resources in a manner that promotes student achievement. • Promotes effective communication skills for conflict resolution, group processes, building consensus and problem solving. • Manages staff effectively by clearly defining job roles, assigning tasks, delegating appropriately and requiring accountability.
Budget and Resource Management	• Develops a budget that demonstrates an equitable use of fiscal resources that focuses on teaching and learning. • Manages fiscal resources responsibly and effectively. • Involves stakeholders in decisions affecting the deployment of funds and resources. • Actively seeks additional sources of financial and human resources.
Data Management	• Accesses student data from the district, school and classroom level at least quarterly. • Assists School Improvement Team(s) in accessing, analyzing, and interpreting student data. • Coordinates the implementation of local and state assessments.
Safe Environment	• Ensures that a safe, clean, and aesthetically pleasing environment is created and maintained. • Maintains confidentiality and privacy of student and staff records. • Develops systems for safely managing the school building/office, equipment, and support systems.

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

STANDARD 4: FAMILY/COMMUNITY COLLABORATION

An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

HCPSS Accountability Parameters: Programmatic Issues, Climate

Area of Focus	Knowledge, Skills, and Attitudes
Communication Skills	• Develops and maintains effective media relations, when appropriate. • Communicates frequently and effectively with the larger community. • Uses public information and research-based knowledge of issues and trends to collaborate with families and community members.
Community Awareness	• Identifies and nurtures relationships with community leaders. • Treats community stakeholders in an equitable manner. • Recognizes and values the diversity of the community. • Involves families and other stakeholders in decision-making processes to promote accelerated student achievement. • Demonstrates leadership to programs serving the student groups represented in the school community.
Interpersonal Skills/ Human Relations	• Models community collaboration to positively affect student learning. • Provides opportunities for staff to develop collaborative skills. • Regularly uses information about family and community concerns, expectations and needs. • Recognizes and values diversity.

STANDARD 5: ETHICS AND INTEGRITY

An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Area of Focus	Knowledge, Skills, and Attitudes
Professional Responsibility	• Demonstrates a respect for the rights of others with regard to confidentiality. • Engages in honest interactions with colleagues. • Demonstrates impartiality, sensitivity to student diversity and ethical considerations in interactions with others. • Makes and explains decisions based upon ethical and legal principles. • Treats people fairly, equitably, and with dignity and respect. • Fulfills legal and contractual obligations.

HCPSS STANDARDS FOR EDUCATIONAL LEADERS

STANDARD 6: GREATER POLITICAL AND SOCIAL CONTEXT

An educational leader promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

HCPSS Accountability Parameters: Climate

Area of Focus	Knowledge, Skills and Attitudes
Legal Issues	• Applies understanding of larger political, social, economic legal and cultural context to develop activities and policies that benefit the system and the students. • Advocates for policies and programs that promote equitable learning opportunities for all students, regardless of socioeconomic status, ethnicity, gender or disability. • Implements polices and procedures as determined by the HCPSS Board of Education.
Cultural Proficiency	• Demonstrates the ability to assess, analyze and describe the cultural diversity in the community. • Demonstrates the ability to describe the economic factors shaping the community and the effects economic factors have on local schools. • Demonstrates an understanding of complex causes of poverty and other disadvantages and their effects on families, communities, students and learning.

Sample Artifacts for Evaluation

These are included as a way to provide examples, and not intended to be an all-inclusive or prescriptive list. Boxes checked indicate possible artifacts for this evaluation.

Standard 1: Vision

- ❑ School improvement plan
- ❑ Staff and community newsletter
- ❑ Local newspaper articles highlighting achievement
- ❑ Community activities where goals or progress are shared
- ❑ School website
- ❑ School professional development plan
- ❑ Meeting with minutes or agendas
- ❑ Handbooks – Student, Faculty, Parent

Standard 2: Instructional Leadership

- ❑ Team/department goals and objectives
- ❑ Teacher reflections from the portfolio, or CPR processes of evaluation
- ❑ School climate survey
- ❑ Administrator's "report card"/Staff feedback
- ❑ Weekly bulletins
- ❑ Participation in professional development opportunities
- ❑ School professional development plans
- ❑ School improvement plans & updates
- ❑ Formal & informal staff observations and/or evaluations
- ❑ HCPSS Accountability Parameters
- ❑ Teacher Appendix D
- ❑ Extended day & year intervention programs
- ❑ Plans for non-tenured teacher supports

Standard 3: The Management of Learning

- ❑ School-wide discipline plan
- ❑ Emergency plan
- ❑ Fire drill reports/and fire marshal records
- ❑ HCPSS Accountability Parameters
- ❑ Building maintenance record
- ❑ Student articulation/orientation plans
- ❑ Registration procedures and records
- ❑ School schedules – procedures
- ❑ Duty Schedules
- ❑ Staff memos and agendas
- ❑ Records of meetings with custodial staff
- ❑ Budget and budget decisions
- ❑ Master schedule & calendar
- ❑ School calendar & building use calendars
- ❑ Extended day & year intervention programs
- ❑ Disaggregated climate survey data

Sample Artifacts for Evaluation

SAMPLE ARTIFACTS FOR EVALUATION

Standard 4: Family/Community Collaboration
- ❑ Meeting minutes or agenda
- ❑ Parent volunteer programs
- ❑ Field trips-community support
- ❑ Referrals of students and families to community agency
- ❑ Professional development for staff
- ❑ Business partnerships
- ❑ Student mentor programs
- ❑ Collaboration with higher education
- ❑ Professional internships
- ❑ Parent training
- ❑ Parent and community surveys
- ❑ Site based school health clinics
- ❑ Notes and emails from parents

Standard 5: Ethics and Integrity
- ❑ Feedback from surveys
- ❑ Community service programs
- ❑ School handbooks
- ❑ Honor codes
- ❑ Character education programs
- ❑ Demographic representation on school committees/leadership teams
- ❑ Meeting minutes or agendas
- ❑ Awards and recognition reflective of the school diversity
- ❑ School improvement plan and continuous improvement updates
- ❑ Models respectful behaviors; monitors that respect is pervasive among staff, students, and the school community
- ❑ School professional development plan

Standard 6: Greater Political and Social Context
- ❑ Articles written for school and community newsletters, professional journals
- ❑ E-mails and letters sent to policy and decision makers
- ❑ Log of local district, state, and national committee participation
- ❑ Certificates of membership in professional organizations
- ❑ Speeches made at school or community functions and events
- ❑ Programs from events designed to celebrate diversity and commonality
- ❑ **Log of attendance at policy and decision maker meetings, i.e. board of education and county council meetings**