Evaluation Tool



Wenatchee School District Principal & Assistant Principal Evaluation Tool

COVER PAGE

Date:	School Year:
Administrator:	_Location:
Evaluator:	_ Option 1 Option 2 Option 3

Criterion #1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff:

In the Wenatchee School District, school culture is reflective of the mission, vision, and collective commitment of each school. The focus is on data-driven decision making for continuous improvement. This is achieved through a trusting and collaborative environment.



Unsatisfactory
Consistently does not meet

expected levels of performance

2

Basic

Occasionally meets expected levels of performance

3 F

Proficient

Consistently meets expected levels of performance

4

Distinguished

Consistently exceeds expected levels of performance

Unsatisfactory Basic Proficient Diesendent of the school administrator infequently promotes and embrace continuous school improvement efforts but in an inconsistent manner. 1.2 Trusting and collaborative environment Unsatisfactory Basic Proficient Unsatisfactory Unsatisf						copy a paste in nont or rating
Unsatisfactory Basic Proficient Diesendent of the school administrator infequently promotes and embrace continuous school improvement efforts but in an inconsistent manner. 1.2 Trusting and collaborative environment Unsatisfactory Basic Proficient Unsatisfactory Unsatisf	Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
The school administrator infriequently and melfectively promotes and embrace continuous school improvement efforts. The deficitively promotes and embrace continuous school improvement promotes and embrace continuous school improvement process continuous school improvement process continuous school improvement process and embrace continuous school improvement process continuous school improvement process continuous school improvement process and embrace continuous school improvement process continuous school improvement	1.1 Continuous Improvement					
promote and embrarea continuous school improvement efforts. In a diministrator y Basic Unsatisfactory Basic Distinguished The school administrator and despect, among members of the school community. The administrator provides immed opportunities for collaboration or distributed leadership, and harder desponsibility for the teaching unsatisfactory The school administrator review or never modes the school's mission and vision and promotes a culture of high expectations or improvement. I.3 Mission and Vision focused on learning and teaching unsatisfactory The school administrator review or never modes the school's mission and vision and promote a culture of high expectations or improvement. I.4. Promoting data driven decision making Unsatisfactory The school administrator in reflectively called a decision, and there is not a clear focus on standard review of the school of mission and vision and promotes a culture of high expectations or improvement. In the school administrator review or never models the school's mission and vision and promote a culture of high expectations or improvement. In the school administrator review or never models the school's mission and vision and promote a culture or improvement. In the school administrator review or never models the school's mission and vision and promote a culture of high expectations or improvement. In the school administrator review or never models the school's mission and vision and promote a culture of high expectations or improvement. In the school administrator review or never models the school's mission and vision and promote a culture of high expectations or improvement. In the school administrator review or never models the school's mission and vision and promote a culture of high expectations or improvement. In the school administrator or improvement or improvement in the promote a culture of high expectations or improvement. In the school administrator or improvement in the promote a culture of high expectations or improvement or improvement in t		Basic	Proficient	Distinguished		
solod improvement efforts but in a inconsistent manner. It is a substitution of the s	The school administrator infrequently and	The school administrator attempts to				
inconsistent manner. improvement by articulating high expectations and implementing research-based school improvement strategies. Proficient Proficient The school administrator sufficiently inconsistently promotes equity, trust, and respect, among members of the school community. The administrator consistently promotes equity, trust, and respect, among all members of the school community. The administrator community. The administrator community. The administrator community is promoted to the school community. The administrator complete in the school administrator compositility for the leaching community. In a school administrator community. The administrator complete in the school administrator complete in the administrator complete in the school administrator complete in the	, , , , , , , , , , , , , , , , , , ,	, ·		, ,		
expectations and implementing research-based school improvement strategies. 1.2 Trusting and collaborative environment Unsatisfactory The administrator one stiffs to promote goulty, trust, and respect, among members of the school community. The administrator promotes equity, trust, and respect, among members of the school community. The administrator provides expect promotes equity, trust, and respect, among all members of the school community. The administrator provides immediately for the teaching community. The administrator provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching Unsatisfactory The school administrator rarrily are never models the school's mission and vision and promote a culture of high expectations or improvement. The school administrator rarrily are provides understance of the school's mission and vision and promote and uniture of high expectations for self, sulture	improvement efforts.	•			9 Characteristics Survey	
research-based school improvement strategies research-based school improvement research-based school administrator consistently provides population research-based school administrator consistently provides research-based school administrator consistently provides research-based school administrator research-based school administrator research-based school administrator responsibility for the teaching community. The administrator responsibility for the teaching community.		inconsistent manner.				
1.2 Trusting and collaborative environment Unsatisfactory Basic The administrator does little to promote sequity, trust, and respect, among members of the school community. The administrator provides group from the community. The administrator provides limited of provides						
1.2 Trusting and collaborative environment Unsatisfactory Basic Proficient The administrator book little to promote squily, tust, and respect, among members of the school administrator provides interest promotes equily, trust, and respect, among members of the school community. The administrator provides interest promotes equily, trust, and respect, among members of the school community. The administrator provides interest provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching Unsatisfactory 1.5 Basic Proficient The school administrator sender many the school community. The administrator provides interest provides opportunities for collaboration, distributed leadership, shared responsibility for the teaching community. 1.6 Promoting data driven decision making Unsatisfactory 1.7 Promoting data driven decision making Unsatisfactory 1.8 Promoting data driven decision making Unsatisfactory 1.8 Saic Proficient The school administrator inferctively scheme, parents, and steff, using the mission and vision to promote a culture of high expectations or improvement. 1.8 Promoting data driven decision making Unsatisfactory 1.9 Proficient 1.1 Promoting data driven decision making Unsatisfactory 1.2 Promoting data driven decision making Unsatisfactory 1.3 Basic Proficient 1.4 Promoting data driven decision making Unsatisfactory 1.5 Promoting data driven decision making Unsatisfactory 1.5 Promoting data driven decision making Unsatisfactory 1.6 Promoting data driven decision making Unsatisfactory 1.7 Promoting data driven decision making Unsatisfactory 1.8 Saic Proficient 1.8 Saic Proficient 1.9 Proficient 1.1 Promoting data driven decision making Unsatisfactory 1.1 Promoting data driven decision making Unsatisfactory 1.2 Promoting data driven decision making Unsatisfactory 1.3 Decision decision making Unsatisfactory 1.4 Promoting data driven decision making Unsatisfactory 1.5 S						
Unsatisfactory In eardinistrator does title to promote squity, trust, and respect, among members of the school community. The administrator and respect, among most members of the school community. The administrator or arely provides opportunities for administrator provides immeter of the school community. The administrator provides immeter of the school administrator more provides opportunities for the school administrator more provides opportunities for the school administrator provides opportunities for the school administrator on beyond the district scheduled time. The school administrator on the school administrator on beyond the district scheduled time. The school administrator on the school administrator on beyond the district scheduled time. The school administrator on	107 (1		
The school administrator sufficiently community. The administrator provides project, among members of the school community. The administrator provides projection, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching Unsatisfactory 1.5 Mission and vision focused on learning and teaching community. 1.6 Mission and vision focused on learning and teaching community. 1.7 Each on administrator provides limited disponsibility for the teaching community. 1.8 Mission and vision focused on learning and teaching community. 1.9 Proficient 1.1 Eschool administrator sufficiently community. 1.2 Mission and vision focused on learning and teaching community. 1.3 Mission and vision focused to provide size of the teaching community. 1.4 Promoting data driven decision making unsatisfactor: 1.5 Mission and vision focused on learning and teaching community. 1.6 Promoting data driven decision making unsatisfactor responsibility for the teaching community. 1.4 Promoting data driven decision making unsatisfactor responsibility for the teaching community. 1.5 Mission and vision on focused to near in the teaching community. 1.6 Section administrator in the teaching community. 1.7 Each old administrator in the teaching community. 1.8 Section administrator in the teaching community. 1.9 Characteristics Suvey (Discontinuity of the district scheduled time. 1.1 Promoting data driven decision making unsatisfactors or improvement. 1.4 Promoting data driven decision making unsatisfactors or improvement. 1.5 Mission and vision to promote a culture of high expectations or improvement. 1.6 Promoting data driven decision making unsatisfactor or improvement. 1.7 Each old administrator in the teaching community. 1.8 Section administrator in the teaching community. 1.9 Characteristics Suvey (Discontinuity of the teaching community and collaboration beyond the district scheduled time. 1.8 Section administrator in the teaching community and collabor			Duofisiont	Distinguished		
promotes equity, trust, and respect, among members of the school community. The administrator arely provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused or ununity. 1.4 Mission and vision focused or ununity. 1.5 Mission and vision focused or ununity. 1.6 Mission and vision focused or ununity. 1.7 Mission and vision focused or ununity. 1.8 Mission and vision focused or ununity. 1.9 Mission and vision focused or ununity. 1.1 Mission and vision focused or ununity. 1.2 Mission and vision focused or ununity. 1.3 Mission and vision focused or ununity. 1.4 Mission and vision focused or ununity. 1.5 Mission and vision focused or ununity. 1.6 Mission and vision and be short or ununity. 1.7 Mission and vision focused or ununity. 1.8 Mission and vision and vision and vision and lose in the school's mission and vision and attempts to use them to promote a culture of high expectations for self, suddents, parents, and staff, using the mission and vision and promotes a ununity of high expectations for self, suddents, parents, and staff, using the mission and vision to promote ontinuous improvement. 1.4 Promoting data driven decision making Unsattisfactory 1.5 Mission and decision making Unsattisfactory 1.6 Promoting data driven decision making Unsattisfactory 1.7 Mission and decision making Unsattisfactory 1.8 Expectations for self, ununity and decision making Unsattisfactory 1.8 Proficient 1.9 Characteristics Survey Observations or improvement. 2. Proficient 2. Proficient 3. Mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. 3. Mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. 3. Mission and vision and promotes a culture of high expectations for self, students, parent					O Ob and statistics Commen	
and respect, among all members of the school community. The administrator arrely provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused unusualization grows and stated responsibility for the teaching community. 1.4 Mission and vision focused unusualization grows and stated responsibility for the teaching community. 1.5 Mission and vision focused unusualization grows and stated responsibility for the teaching community. 1.6 Mission and vision focused unusualization grows and stated responsibility for the teaching community. 1.6 Mission and vision focused unusualization grows and teaching grows and stated responsibility for the teaching community. 1.6 Mission and vision focused unusualization grows and teaching promites a colliboration, distributed leadership, and shared responsibility for the teaching community and collaboration, distributed leadership, and shared responsibility for the teaching community. 1.6 Mission and vision focused unusualization grows and teaching grows and grows and grows and grows and grows and grows and grows						
of the school community. The administrator provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching community. 1.4 Mission and vision focused on learning and teaching unsatisfactory 1.5 Mission and vision focused on learning and teaching community. 1.6 Mission and vision focused on learning and teaching unsatisfactory 1.7 Beschool administrator rarely or never models the school's mission and vision and idea the promote a culture of light expectations or improvement. 1.6 Promoting data driven decision making 1.7 Promoting data driven decision making 1.8 Shool administrator infectively costers a results-oriented environment, rarely aligns resources to learning and teaching priorities based on data. teaching priorities based on data and teaching priorities based on data. A focus on academics is evident to the school community. The administrator reprovides opportunities for collaboration, beyond the district scheduled time. 1.8 Distinguished 1.9 Characteristics Survey 1.9 Characteristics Survey 1.9 Characteristics Survey 1.9 Cheracteristics Survey 1.9 Characteristics Survey 1.0 Survey 1.0 Survey 1.0 Survey 1.1 Provides of the deschoil of the deaching priorities based on data. the administrator of the collaboration control to the school						
administrator provides imitted administrator provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching Unsattisfactory The school administrator or provides on a culture of high expectations or improvement. The school administrator or provides the school's mission and vision and foson and attempts to use them to promote a culture of high expectations or improvement. The promoting data driven decision making Unsattisfactory The school administrator is sometimes models the school's mission and vision and promote aculture of high expectations or improvement. The school administrator or provides to use them to promote a culture of high expectations for self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or provides on provides and provides the school's mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The school administrator or self, students, peraits, and staff, using the mission and vision to promote continuous improvement. The						
distributed leadership, and shared responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching Unsatisfactory The school administrator response to high expectations or improvement. 1.4 Promoting data driven decision making Unsatisfactory Basic Proficient The school administrator responsibility for the teaching community. The school administrator or improvement. The school administrator in effectively continuous improvement. The school administrator in effectively observations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator in effectively observations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator in effectively observations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator in effectively observations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator in effectively observations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator on and vision to promote continuous improvement. The school administrator observing and teaching priorities observed on data and altered penyl and honestyl to guide sound decision-making. The administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. The school administrator indivision and vision to promote continuous improvement. The	collaboration, distributed leadership, and					
responsibility for the teaching community. 1.3 Mission and vision focused on learning and teaching Unsatisfactory The school administrator rarely or never models the school's mission and vision and dison and dison not use them to promote a culture of high expectations or improvement. The school administrator sometimes of wision and attempts to use them to promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. 1.4 Promotting data driven decision making Unsatisfactory The school administrator ineffectively osters a results-oriented environment, rarely aligns resources based on data and normation, and there is not a clear focus on academics. The school administrator ineffectively officient paraging resources be learning and teaching priorities based on data. A focus on academics is evident to the school community. Community, and collaboration beyond the district scheduled time. Proficient The school administrator sometimes or models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. Sharing the mission and vision to promote continuous improvement. The school administrator ineffectively observed and vision to promote continuous improvement. The school administrator ineffectively observed and vision to promote continuous improvement. The school administrator ineffectively observed and vision to promote continuous improvement. The school administrator ocus on a vision to promote continuous improvement. The school administrator ocus on a vision to promote continuous improvement. The school administrator ocus on a vision to promote continuous improvement. The school administrator ocus on a vision to promote continuous improvement. The school administrator ocus on a vision to prom	shared responsibility for the teaching		collaboration, distributed leadership,			
Community Description Distinguished	community.					
1.3 Mission and vision focused on learning and teaching Basic Proficient The school administrator rarely or never models the school's mission and vision and vision and vision and dison and does not use them to promote a culture of high expectations or improvement. The school administrator consistently models the school's mission and vision and promotes a culture of high expectations or improvement. The school administrator consistently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator or consistently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator in the school administrator in such as tall, using the mission and vision to promote continuous improvement. The school administrator or disple expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator or disple expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator or promote and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator or school administrator or promote continuous improvement. The school administrator or promote and tension and vision to promote continuous improvement. The school administrator or promote continuous improvement. The			teaching community.			
Unsatisfactory The school administrator rarely or never models the school's mission and vision and idea so not use them to promote a culture of high expectations or improvement. The school administrator competently models the school's mission and vision and attempts to use them to promote a culture of high expectations or improvement. The school administrator competently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator of the expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator of the expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator of self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator of self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator of the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator is suddents, parents, and staff, using the mission and vision to promote continuous improvement. The school administrator is somewhat effective fostering a results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator coassionally to guide sound decision-making. The administrator decision making. The administrator decision making. The administrator occasionally in guide sound decision-making. Based on data, the administrator occasionally in guide sound decision-making. Based on data, the administrator because the administrator decision making. The administrator occasionally in guide sound decision-making. Based on data, t		community.		beyond the district scheduled time.		
The school administrator rarely or never models the school's mission and vision and adtempts to use them to promote a culture of high expectations or improvement. The school administrator sometimes models the school's mission and vision and attempts to use them to promote a culture of high expectations or improvement. The school administrator competently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision on the promote continuous improvement. The school administrator competently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision on the promote continuous improvement. The school administrator consistently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision on the promote continuous improvement. The school administrator continuous improvement. The school administrator consistently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision on th	1.3 Mission and vision focused	on learning and teaching				
models the school's mission and vision and loes not use them to promote a culture of high expectations or improvement. models the school's mission and vision and promotes a culture of high expectations or improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision and promotes and staff, using the mission and vision and promotes and staff, using the mission and vision and promotes and staff, using the mission and vision and promotes and staff, using the mission and vision to promote continuous improvement. The school administrator ineffectively fosters a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator consistently aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school co		Basic				
vision and attempts to use them to promote a culture of high expectations or improvement. vision and attempts to use them to promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. 1.4 Promoting data driven decision making Unsatisfactory Basic Proficient The school administrator ineffectively solers a results-oriented environment, rarely aligns resources based on data and nformation, and there is not a clear focus on academics. Proficient The school administrator ineffectively to guide sound decision-making. The administrator is seld as shared openly and honestly to guide sound decision-making. The administrator is generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. Verall A.6. Vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. Distinguished The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator casionally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. Distinguished The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator casionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. Distinguished The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. Distinguished The school administrator	The school administrator rarely or never					
promote a culture of high expectations or improvement. promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. promote a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement. Proficient The school administrator is sevults-oriented environment, rarely aligns resources based on data and information, and there is not a clear focus on academics. The school administrator is sevults-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. Poverall A 6 7 - 10 11 - 11 - 14 15 - 16						
expectations or improvement. expectations or improvement. students, parents, and staff, using the mission and vision to promote continuous improvement.						
the mission and vision to promote continuous improvement. Distinguished The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. Distinguished The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. Distinguished The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.	nign expectations or improvement.					
Continuous improvement. Continuous improvement. Continuous improvement. Continuous improvement. Continuous improvement. Mission/vision		expectations of improvement.				
Unsatisfactory Basic Proficient Distinguished The school administrator ineffectively soters a results-oriented environment, rarely aligns resources based on data and nformation, and there is not a clear focus on academics. The school administrator is somewhat effective fostering a results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data. The school administrator effectively fosters a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. The school administrator effectively fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. Deverall The school administrator effectively fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator obes an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator obes an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.						
The school administrator ineffectively obsters a results-oriented environment, rarely aligns resources based on data and information, and there is not a clear focus on academics. The school administrator is somewhat effective fostering a results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data. The school administrator effectively fosters a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data. The school administrator of effectively fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.	1.4 Promoting data driven decis	sion making	·	·		
somewhat effective fostering a results-oriented environment, rarely aligns resources based on data and information, and there is not a clear focus on academics. Somewhat effective fostering a results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. The administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.	Unsatisfactory	Basic		Distinguished		
results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. The administrator occasionally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. The administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. The administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. The administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.	The school administrator ineffectively					
data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data. Overall data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. Definition of the data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.		S				
decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. To guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. To guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. CIPP Plan PRTI 9 Characteristics						
The administrator occasionally aligns resources to learning and teaching priorities based on data. In administrator occasionally aligns resources to learning and teaching priorities based on data. In administrator occasionally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community. In administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. In administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community. In administrator occasionally aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.	,					
aligns resources to learning and teaching priorities based on data. learning and teaching priorities based on data. learning and teaching priorities based on data. learning and teaching priorities based on data. A focus on academics is evident to the school community. Overall 7 - 10 11 - 14 15 - 16	acaueiffics.					
teaching priorities based on data. based on data. A focus on academics is evident to the school community. learning and teaching priorities. A focus on academics is evident to the school community.						
academics is evident to the school community. focus on academics is evident to the school community. focus on academics is evident to the school community.						
Overall 4 6 7 10 11 14 15 16		, gp				
			community.	school community.		
	Overall	7 40	44 - 44	45 40		
	Rating 4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #2: Providing for School Safety: The Administrator ensures a safe school environment by communicating, implementing and evaluating a crisis action plan that meets all of the legal requirements. He/she takes pertinent preventative measures and ensures that appropriate discipline procedures are followed throughout the school.



Unsatisfactory
Consistently does not meet expected levels of performance

Basic

Occasionally meets expected levels of performance



Proficient

Consistently meets expected levels of performance



Distinguished

Consistently exceeds expected levels of performance

					copy & paste in nont or rating
Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
2.1 Building and classroom dis-	cipline				
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator inconsistently applies all legal requirements and board policies related to student discipline. The administrator does not provide student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12).	The school administrator usually applies all legal requirements and board policies related to student discipline. The administrator provides initial student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors attendance and discipline data. The administrator periodically provides student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors and adjusts procedures based on data and employs building-wide strategies to reinforce positive student behavior. The administrator provides ongoing student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	Student Handbook Observation MYD Self-Assessments Training agendas/Sign-ins 9 Characteristics Survey	
2.2 Maintains a safe physical pl					
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator fails to maintain a safe working environment and physical plant.	The school administrator conducts annual safety inspections/meetings. Communicates potential hazards to the appropriate district personnel, when brought to his/her attention.	The school administrator ensures the physical plant is safe by conducting annual safety inspections/meetings and proactively identifying potential hazards. Identified safety hazards are communicated to the appropriate district personnel in a timely manner.	N/A	Safety Committee Agendas/Minutes	
2.3 Crisis Action Plan					
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.	The school administrator usually meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is monitored.	The school administrator consistently meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness.	The school administrator consistently applies all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness. Procedural changes are made as necessary. The administrator is actively involved in influencing district/ state policies regarding school safety.	Safety Drill Summary Crisis Action Plan	
2.4 Prevention and training					
Unsatisfactory	Basic	Proficient The select administrator consists with	Distinguished The administrator provides high suplify.	Training Agandas/Cian Inc	
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.	The school administrator meets the legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided.	The school administrator consistently meets all legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided and completed by staff.	The administrator provides high quality training, beyond what is required, which promotes a safe environment for students and staff. Building-wide open communication is evident, and allows for proactive identification and intervention of potential incidents.	Training Agendas/Sign Ins Safety Bulletin Boards Confirmation of online trainings	
Overall 4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #3: Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including

the use of multiple student data elements: The school administrator utilizes data-driven collaborative processes to develop, implement, monitor, and adjust improvement plans to ensure improved learning for all students.



1

Unsatisfactory

Consistently does not meet expected levels of performance

Basic Occasions

Occasionally meets expected levels of performance

3 5

Proficient

Consistently meets expected levels of performance

4

Distinguished

Consistently exceeds expected levels of performance

√ co

·	•					copy & paste in front of rating
Unsa	tisfactory	Basic	Proficient	Distinguished	Evidence	Comments
3.1 Collaborat	ively develops an	action plan based on data				
Unsati	isfactory	Basic	Proficient	Distinguished		
The school administr		The school administrator	The school administrator applies	The school administrator effectively	CIPP Plan	
limited ability to appl		demonstrates some ability to apply	Continuous Improvement principles	applies Continuous Improvement	Data Reports	
	les in the collaborative	Continuous Improvement principles	in the collaborative development of	principles in the collaborative	SMART Goal Samples	
development of the s		in the collaborative development of	the school improvement plan	development of the school improve-	Observations/Collaboration	
plan (CIPP). Data is	erratically used.	the school improvement plan	(CIPP). Multiple student data	ment plan (CIPP). Multiple student	LIT/Dept Heads	
		(CIPP). Student data is used to measure student progress (SMART	elements are used to measure student progress (SMART goals)	data elements are used to measure student progress (SMART goals)	Agendas/Minutes	
		goals).	and identify strategies to improve	and identify multiple strategies to		
		godis).	student achievement.	improve student achievement.		
3.2 Monitors in	mplementation an	d effectiveness of the CIPP		improve student demovement.		
	tisfactory	Basic	Proficient	Distinguished		
The school administr		The school administrator usually	The school administrator	The school administrator regularly	CIPP Supportive Review	
monitors the CIPP p		monitors and makes data-driven	consistently monitors and makes	and systematically monitors and	Data Reports	
	for review, and doesn't	adjustments to CIPP plans. The	data-driven adjustments to CIPP	makes data-driven adjustments to	1 on 1 Reflections	
	icate plan results to the	administrator communicates the	plans. The administrator effectively	CIPP plans. The administrator		
learning community.		progress of CIPP plans and ensures	communicates the progress of CIPP	effectively communicates the		
		staff follow the plans.	plans and ensures staff follow the	progress of CIPP plans to parents		
			plans.	and staff and ensures staff follow		
				the plans.		
	lignment of the CI					
	atisfactory	Basic	Proficient	Distinguished		
The school administr		The administrator coordinates	The administrator ensures	N/A	CIPP Plans	
staff in the creation of		alignment between staff plans and	coordinated alignment between			
doesn't adequately of	coordinate planning	building/district action plans.	staff, building, and district initiative			
process with staff.			action plans. The alignment			
			includes goals, strategies and action steps.			
			steps.			
3.4 Supports i	mplementation of	CIPP plan				
Uns	atisfactory	Basic	Proficient	Distinguished		
	rator does not provide	The school administrator provides	The school administrator provides	The school administrator provides	Professional Development	
adequate opportuniti		occasional professional develop-	adequate professional	high quality professional	Calendar	
	es or the professional	ment in alignment with the school	development in alignment with the	development in support of the	CIPP Plans	
development is not a		improvement plan as determined by	school improvement plan as	school improvement plan as	Observations	
	CIPP) or based on staff	building/staff/student needs and	determined by building/staff/	determined by building/staff/student	9 Characteristics	
input and data. Res		data. Limited resources (budget, time, materials, etc) are made	student needs and data. Sufficient resources (budget, time, materials,	needs and data. Abundant resources (budget, time, materials,		
plan.	to carry out the CIPP	available to effectively implement	etc) are made available to	etc) are made available to		
μιαιι.		the school improvement plan.	effectively implement the school	effectively implement the school		
		and defined improvement plan.	improvement plan.	improvement plan.		
Overall						
Rating	4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district

learning goals: Assists staff in addressing state and local learning goals through the promotion of staff collaboration, professional development, effective assessment, district adopted materials, and curriculum and instructional practices



Unsatisfactory

Consistently does not meet expected levels of performance



Basic

Occasionally meets expected levels of performance



Proficient

Consistently meets expected levels of performance



Distinguished

Consistently exceeds expected levels of performance



expected levels of performance	expected levels of performa	lice levels of performant	expected leve	els of performance	Copy & paste in front of rating
Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
4.1 Familiar with state and distr	rict standards		<u> </u>		
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator does not demonstrate	The administrator knows how to access	The administrator accesses the	The administrator clearly knows the	Reflection	
know how to access their group evaluation	the standards for their evaluation group,	standards for their evaluation group,	standards for their evaluation group,	Agendas	
standards, rarely shares district alignment of	understands and shares district	understands and consistently shares	understands and consistently shares	Trainings aligned to initiatives	
curriculum with staff, and neglects to share training	alignment of curriculum, and shares	district alignment of curriculum, and	district alignment of curriculum, and	Trainings alighed to linitatives	
opportunities with staff.	training opportunities with staff.	ensures all staff have been highly trained	ensures all staff have been highly trained		
	a serving opposition	on district/state standards.	and are implementing district/state		
			standards.		
4.2 Assists staff in the writing and use	of formative and summative asse	essments			
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator rarely assists staff to	The school administrator facilitates timely	The school administrator facilitates timely	The school administrator facilitates timely	Teacher work samples	
identify and implement effective formative and	administration of district/state	administration of district/state	administration of district/state assess-	Observations of collaboration	
summative assessments, and does not adequately	assessments and occasionally ensures	assessments and ensures classroom	ments, ensures classroom teachers use	Training Agendas	
monitor the administration of required district/state	classroom teachers use required	teachers use required assessment	required assessment systems to monitor	Data Reports	
assessments.	assessment systems to monitor and	systems to monitor and improve	and improve instruction. The administra-	PRTI Model	
	improve instruction. The administrator	instruction. The administrator leads staff	tor leads staff in the development and		
	provides limited support for staff to	in the development and implementation	implementation of effective formative and		
	develop and implement formative and	of effective formative and summative	summative assessments that evaluate		
	summative assessments that evaluate	assessments that evaluate student	student progress towards district/state		
	student progress towards district/state standards.	progress towards district/state standards	standards and are used for intervention		
	standards.	and are used for intervention placement.	placement. He/she demonstrates expertise by providing training or sharing		
			best practices with other administrators		
			or staff in the district.		
4.3 Is familiar with and promote	s district adopted instruction	nal practices	or stair in the district.		
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator demonstrates little or no	The school administrator has basic	The school administrator knows and	The school administrator has a detailed	Professional Development Schedu	le
knowledge of the district adopted instructional	knowledge of the district adopted	promotes the district adopted	understanding of the district adopted	Agendas/Minutes	
model and best practices for instruction.	instructional model, (content area) best	instructional model, (content area) best	instructional model, (content area) best	Self-Reflection/assessment	
	practices for instruction.	practices for instruction.	practices for instruction. The	Participation in Leadership	
			administrator actively nurtures teacher-	Academy	
			leader development.	Observation Notes	
4.4 Supports staff collaboration					
Unsatisfactory	Basic	Proficient	Distinguished	I =	
The school administrator has a limited knowledge	The school administrator has a basic	The school administrator has knowledge	The school administrator has	PLC Artifacts	
of Professional Learning Communities and poorly	understanding of Professional Learning	of Professional Learning Communities	comprehensive knowledge of	Observations of collaboration	
manages time for PLC work. He/she rarely	Communities and sometimes helps to	and focuses PLC work on the aligned	Professional Learning Communities and	Participation/Presentation	
engages staff in reflective conversations about	focus PLC work on the aligned	curriculum, instructional practice and	provides additional time as needed for	Leadership Academy	
best practice and doesn't provide opportunities for	curriculum, instructional practice and	student improvement. The administrator	PLC work focused on aligned curriculum,	Agendas/Minutes Reflection	
vertical and horizontal teaming.	student improvement. The administrator	works to engage staff in reflective	instructional practice and student improvement. The administrator routinely	Reliection	
	occasionally engages staff in reflective	conversations about best practices,			
	conversations about best practices, provides limited opportunities for cross	provides limited opportunities for cross curriculum and vertical teaming, and	engages staff in reflective conversations about best practices, provides		
	curriculum and vertical teaming.	develops authentic collaboration among	opportunities for cross curriculum and		
	cumoulum and vertical teaming.	staff and departments throughout his/her	vertical teaming, and develops authentic		
		building.	collaboration among staff and		
		bunding.	departments throughout his/her building.		
			aoparanonio unougnout mornor building.		

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments				
4.5 Supports staff through profe	4.5 Supports staff through professional development focused on state and district learning goals								
Unsatisfactory	Basic	Proficient	Distinguished						
The school administrator does not ensure all staff attend required district training and rarely provides access to high quality professional development tied to building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. The administrator provides limited professional development opportunities that support building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. The administrator provides a variety of professional development opportunities that support building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. Based on data analysis/needs assessment, the administrator consistently ensures all staff has access to quality professional development that supports building/district/state goals and initiatives.	Professional Development Calendar Sign-Ins CIPP Plans Self-Reflection/Assessment					
Overall Rating 5 - 8	9 - 12	13 - 17	18 - 20						

Criterion #5: Monitoring, assisting and evaluating effective instruction and assessment practices: The school administrator continuously ensures use of District adopted curriculum, the instructional model, and improvement plans while using data to evaluate effective instructional practices.



1

Unsatisfactory

Consistently does not meet expected levels of performance

2

Basic

Occasionally meets expected levels of performance



Proficient

Consistently meets expected levels of performance



Distinguished

Consistently exceeds expected levels of performance

					copy & paste in front or rating
Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
5.1 Promotes and monitors use	of adopted curriculum				
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator rarely promotes and monitors effective use of district curriculum, materials, and pacing guides.	The school administrator inconsistently promotes and monitors effective use of district curriculum, materials, and pacing guides.	The school administrator promotes, monitors and holds staff accountable for the effective use of district curriculum, materials and pacing guides.	The school administrator routinely promotes, monitors and holds staff accountable for the effective use of district curriculum, materials and pacing guides.	Professional Development Calendar Training Agendas Data Reports Needs Assessment	
5.2 Uses a variety of measures	and methods for observatio	ns			
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator demonstrates minimal use of formal observation methods and tools.	The school administrator uses the formal observation process and limited use of informal methods and tools.	The school administrator uses both formal and informal observation methods and uses tools that support district identified best practices.	The school administrator uses both formal and informal observation methods and uses tools that support district identified best practices. Data is collected in a variety of ways to support observational feedback.	Observation Notes 1 on 1 Self Reflection Self-Assessment Observation/Accountability System	
5.3 Uses a variety of data to mo Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator seldom uses data for building wide instructional decisions, and does not promote staff use of formative and summative data.	The school administrator uses limited data for building-wide instructional decisions, and is not consistent in promoting staff use of formative and summative data when making instructional decisions.	The school administrator uses appropriate data for building-wide instructional decisions, and promotes staff use of formative and summative data to make instructional decisions and improve practices.	The school administrator uses varied, comprehensive data for building-wide instructional decisions, and constantly promotes staff use of formative and summative data to make instructional decisions and improve practices.	Artifacts Observation Data gathering forms Feedback forms	
5.4 Uses the District evaluation	process to provide staff with	th assistance and feedback	to improve instruction		
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator does not use the evaluation process and the probation/non-renewal process.	The school administrator follows the WSD evaluation process. Limited feedback to staff is provided.	The school administrator consistently and effectively uses the evaluation process in order to support and initiate individual teacher growth. Meaningful, ongoing feedback is provided to staff.	The school administrator consistently and effectively uses the evaluation process in order to support and initiate teacher growth. The administrator provides specific and meaningful feedback to staff and facilitates reflective conversations to improve instruction.	Observation Data Data Reports Teacher work Samples	
Overall 4 - 6 Rating	7 - 10	11 - 14	15 - 16		

Criterion #6: Managing both staff and fiscal resources to support student achievement and legal responsibilities: The administrator demonstrates a working knowledge of all federal and state regulations related to the operation of public schools and effectively manages human, building and fiscal resources to facilitate student learning.



1

Unsatisfactory

Consistently does not meet expected levels of performance



Basic

Occasionally meets expected levels of performance



Proficient

Consistently meets expected levels of performance



Distinguished

Consistently exceeds expected levels of performance

					copy a pacto in none or rating
Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
6.1 Effectively manages Human	Resources				
Unsatisfactory	Basic	Proficient	Distinguished		
6.1a: The administrator inconsistently follows district required hiring processes to hire qualified applicants. The administrator does not meet hiring requirements as outlined by Human Resources and collective bargaining agreements. 6.1 Effectively manages Human Unsatisfactory 6.1b: The school administrator rarely uses the evaluation process to support staff growth and the probation/non-renewal process. Does not address underperforming employees through the evaluation process.	6.1b: The administrator follows district required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.	6.1a: The administrator uses effective recruiting practices and follows district required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements. Proficient 6.1b: The school administrator consistently and effectively uses the evaluation process according to established timelines in order to support and initiate staff growth and the probation/non-renewal process. Meaningful, ongoing feedback is provided to staff in a variety of ways. The administrator's evaluations accurately reflect employee performance and growth plans are provided when appropriate.	6.1a: The administrator uses effective recruiting practices and follows district required hiring processes to hire the most qualified applicants to meet specific building needs. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements Distinguished 6.1b: The school administrator consistently uses the evaluation process according to established timelines to support and initiate staff growth and the probation/non-renewal process. The administrator engages staff in self-reflection and provides meaningful, ongoing feedback in variety of ways. The administrator's evaluations accurately reflect employee performance, comprehensive growth plans are provided when appropriate, and the administrator regularly monitors progress on the plan.	HR Feedback Self-Reflection 1 on 1 Questions Observation Notes Evaluation Write-Ups Growth Plans Feedback Forms	
6.2 Effectively manages school	resources and budget Basic	Proficient	Distinguished		
Unsatisfactory The school administrator rarely ensures	The school administrator	The school administrator ensures	Distinguished The school administrator	School Budget	
building resources are maintained and there is not a strategic allocation of financial resources to meet instructional goals and teacher needs. The administrator demonstrates little or no knowledge of school budget and accounting procedures. The administrator demonstrates little understanding of district policies and timelines and seldom follow recommendations from the business and finance department.	inconsistently ensures that building resources are maintained and allocates financial resources for high priority issues. The administrator has a limited knowledge of school budget and accounting procedures. The administrator sporadically follows district policies and timelines and sometimes works with the business and finance department.	that building resources are maintained and allocates financial resources for student/teacher needs. The administrator has a working knowledge of school budget and accounting procedures. The administrator follows district policies and timelines and works with the business and finance department as needed.	consistently ensures building resources are well maintained and there is a strategic allocation of financial resources to meet instructional goals and student/teacher needs. The administrator demonstrates comprehensive knowledgeable of school budget and accounting procedures. The administrator follows district policies and timelines and works with the business and finance department as needed.	Overview of budgeting process and expenditures LIT Minutes Self-Reflection CIPP plans and supportive reviews	

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
6.3 Legal and Ethical Practic	9				
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator has little or no knowledge of district, state, and federal requirements and rarely follows those requirements. The administrator seldom involves appropriate personnel in resolving legal/ethical issues.	The school administrator has a basic knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that usually fulfills legal and contractual obligations. The administrator sometimes involves appropriate personnel in resolving legal/ethical issues.	The school administrator has a working knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that fulfills legal and contractual obligations. The administrator involves appropriate personnel in resolving legal/ethical issues.	The school administrator has a clear and comprehensive knowledge of district, state, and federal policies, procedures, and regulations and applies them ethically and wisely, in a manner that fulfills legal and contractual obligations. The administrator anticipates potential legal/ethical issues and involves appropriate personnel in a proactive resolution process.	Bus/Fin Feedback HR Feedback Student Services Feedback Artifacts	
Overall 4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #7: Partnering with the school community to promote student learning: The administrator effectively communicates with all stakeholders in order to foster positive relationships within the school community.



1 Unsatisfactory
Consistently does not meet expected levels of performance

Basic
Occasionally meets
expected levels of performance

Proficient
Consistently meets expected levels of performance

Distinguished
Consistently exceeds
expected levels of performance

					copy & paste in front of rating
Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
7.1 Frequent and effective com	nmunication with parents an	nd community.	· ·		
Unsatisfactory	Basic	Proficient	Distinguished		
The administrator seldom communicates with parents and community. Communication is untimely, irregular and haphazard and does nothing to promote a positive school image.	The administrator uses minimal methods to promote timely communication with parents regarding school/district events and student progress. Communication does little to promote a positive school image	The administrator uses a variety of effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community. Communication actively promotes a positive school image with parents and includes school/district events, parent education, student progress, etc.	The administrator uses a variety of highly effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community and is reciprocal, when appropriate. Communication actively promotes a positive school image with parents and the community and includes school/district events, parent education, student progress, etc.	Artifacts Newsletters Website 9 Characteristics Survey Parent Education Efforts Sample Communication Methods	
7.2 Builds positive and collabo					
Unsatisfactory	Basic	Proficient	Distinguished		
The administrator rarely engages actively in district meetings and district-wide projects. The school administrator rarely demonstrates open and timely communication with colleagues.	The administrator is sometimes an active and cooperative participant in district meetings, participates in district-wide projects when asked, and usually demonstrates open and timely communication with colleagues.	The administrator is an active and cooperative participant in district meetings, volunteers for district-wide projects, and consistently demonstrates open and timely communication with colleagues.	The administrator is a district leader in promoting and enhancing collegial working relationships through timely communication, mentoring, sharing best practices and volunteering for projects in support of their colleagues.	Attendance & participation at District Meetings Participation on District Level Committees Sharing Best Practices Mentoring	
7.3 Promotes positive and coll					
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator rarely builds or maintains a positive, collaborative relationship with and among staff. The administrator demonstrates ineffective communication skills and rarely uses perception data to foster collaborative relationships.	The school administrator is working towards building positive, collaborative relationships with and between staff. The administrator communicates effectively at times and is aware of perception data, but does not consistently use it to make positive changes.	The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, and modeling active listening. The administrator uses effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.	The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, modeling active listening, and being open to constructive criticism. The administrator uses highly effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.	9 Characteristics Survey 9 Characteristics Plan Observation of Collaboration	

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
7.4 Understands community d					
Unsatisfactory	Basic	Proficient	Distinguished		
The administrator rarely involves stakeholders in the decision making process and doesn't sustain a positive and supportive relationship with the school community. The school administrator ineffectively uses perception data to guide school improvement.	The administrator inconsistently involves stakeholders in the decision making process when appropriate and attempts to promote a positive and supportive relationship with the school community. The administrator occasionally uses appropriate strategies when making decisions (e.g. command, collaborative, etc.). The school administrator has attempted to use perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently promotes a positive and supportive relationship with the school community. The administrator uses a variety of strategies when making decisions (e.g. command, collaborative, etc.). The school administrator uses perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently sustains a positive and supportive relationship with the school community. The administrator demonstrates skill in determining when to employ a particular decision-making process (e.g. command, collaborative, etc.). There is clear evidence that the school administrator effectively uses perception data to guide school improvement.	9 Characteristics Survey LIT Agendas/Minutes Staff Meeting Agendas/Minutes Building Decision-making Protocols Self-Reflection/Assessment	
7.5 Promotes parent and comm	nunity involvement.				
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator has been ineffective in developing parent and community involvement.	The school administrator is attempting to develop and maintain opportunities for parents to be involved in supporting student learning.	The school administrator consistently develops and maintains opportunities for parent involvement both within and outside the school day that improve student learning. The administrator attempts to promote community support of his/her school.	The school administrator consistently develops and maintains multiple opportunities for parent and community involvement both within and outside the school day that improve student learning. The administrator is visible in the community and actively engages community members in supporting his/her school.	Volunteer Sign Ups Activity Log PTO/PTSA Minutes Parent Education Strategies Participation in Community Organizations	
Overall 5 - 8	9 - 12	13 - 17	18 - 20		

Criterion #8: Demonstrate a commitment to closing the achievement gap: The Principal is knowledgeable of the factors that contribute to the achievement gap and promotes parent involvement and the use of data in aligning programs and resources to close the achievement gap.



1 Unsatisfactory

Consistently does not meet expected levels of performance

2

Basic
Occasionally meets

3

Proficient

Consistently meets expected levels of performance

4

Distinguished

Consistently exceeds expected levels of performance

expected levels of performance	expected levels of performance	levels of performance	expected levels of pe	rformance	Copy & paste in front of rating
Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
8.1 Uses data to align resources	and programs in closing the	ne achievement gap			
Unsatisfactory	Basic	Proficient	Distinguished		
The school administrator rarely demonstrates effective use of data for student placement and alignment of interventions. The administrator rarely monitors student progress. 8.2 Understands factors that co Unsatisfactory The school administrator rarely promotes a culture of high expectations, inclusiveness, equity, and respect among staff, students and community. The administrator does not promote parent involvement of low performing students and the building schedule and program do not reflect the demographic and academic needs of the students.	The school administrator sometimes uses available data to monitor student progress and make appropriate placement. The administrator is beginning the work of aligning interventions to student needs.	The school administrator facilitates the consistent, effective use of multiple sources of data for student placement and alignment of interventions. The administrator promotes and effectively uses the district system for monitoring student progress.	The school administrator uses multiple sources of student data proactively to guide school wide, multi-tiered intervention programs that address the needs of all students. All students are placed appropriately and have access to intervention and enrichment activities within the school day. Distinguished The school administrator creates and maintains a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students, placing students with the greatest needs with the most skilled and experienced	PRTI Building Model Data Reports Master Schedule Intervention placement process/criteria CIPP Plan Professional Development Calendar Self-Reflection Activity Log PRTI Model Teacher Work Samples Master Schedule Student Monitoring Processe	S
8.3 Student Growth Data			teachers.		
Unsatisfactory	Basic	Proficient	Distinguished		
The principal cannot demonstrate that more than 59% of all students have made growth or met grade level standards in content areas identified in district accountability requirements.	The principal is able to demonstrate that 60% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	The principal is able to demonstrate that 70% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments CBPAs, WLPT, DRA, etc.	The principal is able to demonstrate that 80% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Benchmark Assessments, Classroom-Based Assessments CBPAS, WLPT, DRA, etc.	Data Reports	
Overall Rating 3 - 4	5 - 7	8 - 10	11 - 12		