

Administrator _____ Title _____

Evaluator _____ Department _____ School Year _____

| Criterion 1 Effective Leadership | | | | |
|--|---|--|---|---|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 1.1 Dynamic and Distributive Leadership | <p>Visits schools and other departments infrequently</p> <p>Does not provide district direction for developing leaders' skills beyond a single event</p> <p>Provides traditional job descriptions, but does not clearly delineate individuals' responsibilities for district improvement efforts</p> <p>Tolerates behaviors that impede collaboration among staff</p> | <p>Visits schools and other departments occasionally, but visits do not contribute to improved practice as a district</p> <p>Supports leaders in developing their individual skills, yet provides minimal district direction</p> <p>Assigns roles and responsibilities but does not deliberately align roles and responsibilities with the improvement of student learning</p> | <p>Regularly visits schools and other departments and develops consistent use of protocols that contribute to improved learning and practice</p> <p>Develops and uses observable systems for monitoring departmental practices</p> <p>Provides systematic professional leadership development that is in alignment with district improvement efforts</p> <p>Identifies leaders, including teacher leaders, and provides opportunities for professional growth and leadership</p> <p>Defines and aligns responsibilities for the effective implementation of systemic practices to improve student achievement</p> | <p>Is proficient and provides feedback from school and department visits that is used collaboratively by leaders and staff to improve practice</p> <p>Values and cultivates leadership, including teacher leadership, in a systematic way in alignment to district improvement efforts</p> <p>Defines, aligns, and monitors roles and responsibilities to maximize the effective implementation of system practices</p> <p>Develops and uses a shared moral purpose to compel leaders at all levels to take concrete actions to ensure high-quality learning for all students</p> |
| Evidence: | | | | |
| Tentative Rating/Date: | | | | |

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| <p>1.2 Sustained Improvement Efforts</p> | <p>Does not connect district departments to each other or to a systemic improvement process</p> <p>Does not expect or support development of school improvement plans</p> <p>Does not align department, school, and district planning efforts</p> <p>Fails to promote high expectations for student achievement in department and district communications</p> | <p>Selects various improvement strategies year to year</p> <p>Annually reviews improvement plans</p> <p>Supports development of improvement plans with minimal feedback</p> <p>Minimally aligns school, department, and district planning efforts</p> <p>Sometimes promotes the district's commitment to high levels of achievement for all students</p> | <p>Develops a long-range focus on implementation, monitoring, and maintenance of strategies for district improvement</p> <p>Tightly aligns district, department, and school improvement plans</p> <p>Conducts regular improvement plan review and develops processes to provide feedback, follow-up, and enable coordination of resources to meet school needs</p> <p>Monitors the fidelity of implementation as a key step prior to evaluating the impact of improvement efforts</p> <p>Recognizes the efforts of schools and individuals in improving student learning</p> <p>Persistently communicates the district's commitment to high levels of achievement for all students</p> | <p>Is proficient and sustains focus and relentlessly commits to continuous improvement over time through maintaining written plans and aligning actions to it</p> <p>Systematically assesses progress over time with district and school staff to celebrate successes and make indicated adjustments</p> <p>Communicates and ensures that communication at all levels continually reinforces the district's commitment to high levels of achievement for all students</p> |

Evidence:

Tentative Rating/Date:

Final Criteria 1 Score _____

| Criterion 2 Quality Teaching and Learning | | | | |
|--|---|---|---|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 2.1 Quality Classroom Instruction | <p>Fails to communicate district vision for effective instruction</p> <p>Leaves decisions on instructional practice to individual buildings and teachers</p> <p>Fails to provide a system for tiered interventions so that individual teachers are left to independently differentiate instruction to meet the needs of students in their classrooms</p> <p>Fails to provide building leaders with tools and support for developing intervention systems</p> | <p>Communicates to stakeholders the district’s vision for effective instruction</p> <p>Provides teachers with guidance and oversight for improving teaching and learning</p> <p>Develops training, systems, and routines for staff to collaborate to differentiate instruction to meet the needs of a range of learners</p> | <p>Implements multiple ways to support individual and collaborative understanding of the district’s vision of effective instruction</p> <p>Fosters and implements multiple ways to guide, support, and monitor effective instructional practice involving central and school-based administrators, staff, and teachers in reflection and analysis</p> <p>Ensures tiered intervention systems, staffed by the most qualified practitioners, are in place at the building level to meet the needs of all students</p> | <p>Is proficient and sustains district-wide commitment to the district’s vision for effective instruction, so staff can articulate and implement the vision to improve student learning</p> <p>Assures leadership, guidance, and oversight for effective instructional practice leading to continuous improvement of the district’s vision for teaching and learning</p> <p>Sustains a comprehensive tiered intervention system, extension, and acceleration opportunities that meet the needs of all students</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 2.2 Coordinated and Aligned Curriculum and Assessment | <p>Lacks district documentation that articulates expectations for students or instructional direction for teachers</p> <p>Fails to support practices that provide vertical or horizontal alignment of content and rigor</p> <p>Fails to monitor for equity of access to rigorous curriculum</p> <p>Fails to ensure that choices of instructional resources and strategies are research-based and coordinated across the system</p> <p>Fails to provide an aligned assessment system beyond reliance on required state assessments</p> | <p>Provides processes to document learning targets and expectations for instruction establishing PreK–12 vertical alignment in core content areas</p> <p>Provides partial or inconsistent leadership and support for horizontal alignment with results varying team by team or building by building</p> <p>Monitors for and recognizes gaps in access to rigorous coursework for all students.</p> <p>Manages and begins to process and coordinate the selection of instructional resources and strategies in core subject areas</p> <p>Facilitates district use of periodic district-wide assessments, in addition to state testing, to monitor student progress</p> | <p>Creates district documentation of content and rigor in the core content areas</p> <p>Develops systems for horizontal alignment so that it is evident classroom to classroom in all schools</p> <p>Ensures students have equity of access to rigorous curriculum across the system</p> <p>Ensures that research-based instructional resources and strategies in core subject areas are closely coordinated, used, and monitored for progress in closing achievement gaps</p> <p>Develops formative assessment measures for core content areas that are aligned with state standards in content, cognitive demand, and context</p> | <p>Is proficient and creates district documentation of core skills and processes that contribute to college and workplace readiness</p> <p>Establishes, reviews, and updates PreK-12 documents in all content areas</p> <p>Demonstrates leadership, training, and support so that instructional resources and strategies are used consistently and effectively in classrooms across the system</p> <p>Demonstrates leadership, training, and support so that implemented instructional resources and strategies are closing the achievement gaps across the system</p> <p>Provides systems of collaboration that contribute to use, revision, and effectiveness of aligned formative assessments</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| <p>2.3 Provides Coordinated and Job-Embedded Professional Development</p> | <p>Fails to provide long-term plan, based on data that guides the content and process of professional development</p> <p>Fails to provide clear plan for induction and mentoring of teachers, leaders, and staff new to the profession</p> <p>Does not expect or follow through with implementation of professional development provided</p> <p>Fails to provide for coaching to improve professional practice</p> | <p>Makes professional development plans independently from student achievement results</p> <p>Provides limited connections between relationship among individual, school, and district professional development plans and activities</p> <p>Provides assistance to teachers, leaders, and staff new to the profession through beginning-of-the-year induction training and a relationship with an experienced colleague</p> <p>States expectations for changes in practice but does not monitor closely</p> <p>Provides for intermittent coaching on a voluntary basis as follow up to professional development activities</p> | <p>Develops a long-term, data-driven plan based on school and district goals</p> <p>Provides district structures to enable professional collaboration, inquiry, and learning for educators at the district and school levels</p> <p>Provides all staff in new roles and substitutes with a multi-year program enabling their successful implementation of district curriculum and instructional practices</p> <p>Clarifies and systematically monitors expected changes in practice and expected effects on student learning</p> <p>Ensures that over time all staff members receive coaching from trained leaders and/or coaches to improve content knowledge and practices that result in improved student achievement</p> | <p>Is proficient and provides evidence of implementation and impact that shows a clear relationship between professional adult learning and improved student achievement</p> <p>Ensures structures and resources are in place to continually implement and refine professional collaboration, inquiry, instructional, and leadership coaching</p> <p>Consistently provides for formal and informal coaching so that all staff members are engaged in learning conversations to continuously improve practice</p> |
| <p>Evidence:</p> | | | | |
| <p>Tentative Rating/Date:</p> | | | | |

Final Criteria 2 Score _____

| Criterion 3 Planning with Data and System-Wide Improvement | | | | |
|---|---|---|--|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 3.1 Effective Use of Data | <p>Fails to use data in work to make program decisions</p> <p>Provides data reports without discussion</p> <p>Does not review data to determine areas of concern</p> | <p>Inconsistently analyzes and shares different state and district assessment results</p> <p>Includes some state assessment data in program improvement goals</p> <p>Reviews data sporadically to determine areas of concern</p> | <p>Provides time and training for data analysis and resulting program adjustments with other administrators and/or school staff</p> <p>Provides relevant data on state and local assessment results in manageable and usable formats</p> <p>Disaggregates state and local assessment results, along with demographic, perception, and program data to inform ongoing adjustments for continuous improvement plans</p> <p>Systematically includes multiple data points to assure equity of access and benefit in district programs for students regardless of race, gender, and socioeconomic level</p> | <p>Is proficient and ensures and facilitates ongoing training to sustain systemic data analysis teams at district and school levels</p> <p>Provides resources or services to customize data reports at the program, school, and classroom levels</p> <p>Embeds systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning</p> <p>Develops and sustains data-driven differentiated support and allocation models</p> |
| <p>Evidence:</p> <p>Tentative Rating/Date:</p> | | | | |
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 3.2 Policy and Program Coherence | <p>Does not update policies and procedures to support the improvement of teaching and learning and efficiency of department support</p> <p>Fails to hold self and other staff members accountable to the district's vision and policies</p> <p>Fails to attend to federal, state, and local requirements for program management</p> | <p>Accepts current policies and procedures but does not advance the improvement of teaching and learning</p> <p>Monitors alignment between practice and policy in specific program areas with most federal, state, and local requirements</p> <p>Begins to coordinate and align practices in schools and the central office</p> | <p>Consistently aligns policies, procedures, and legal responses to the district's vision of high levels of achievement for all</p> <p>Actively participates in annual review and revision of board policies related to teaching and learning</p> <p>Regularly monitors system-wide alignment of programs and practices with the district's policies and vision as well as federal and state requirements</p> <p>Intentionally and frequently communicates clarity, commitment, and consistency in identified district practices across schools</p> | <p>Is proficient and sustains a strong relationship between policy and program coherence and student success</p> <p>Contributes to and sustains the importance of alignment of practice with the district's vision and policies as well as federal, state, and local program requirements</p> <p>Consistently promotes and communicates a high level of commitment to identified district improvement practices as evident across all schools and departments</p> |
| <p>Evidence:</p> <p>Tentative Rating/Date:</p> | | | | |

Final Criteria 3 Score _____

| Criterion 4 Creating a Culture of Clear and Collaborative Relationships | | | | |
|--|---|---|---|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 4.1 Professional Culture and Collaborative Relationships | <p>Fails to foster trust and acts of sabotage are evident</p> <p>Disregards and ignores new ideas</p> <p>Neglects to foster a team concept</p> <p>Conversations focus on adult needs and clarifying minimum requirements</p> <p>Fails to expand efforts beyond the status quo</p> <p>Fosters a climate of competition with unhealthy interactions among staff</p> | <p>Interacts with staff members in a congenial manner</p> <p>Responds to expectations with respectful compliance</p> <p>Establishes pockets of trust, respect, and collaboration in the district</p> <p>Engages in efforts to address divisiveness and sabotage</p> <p>Develops norms, structures, and processes for fostering data-driven collaboration in some settings</p> <p>Develops the opportunity for central office and school-based staff to comment or contribute to one another's programs or schools</p> | <p>Establishes professional relationships marked by genuine collaboration around student learning</p> <p>Freely communicates about successes and concerns</p> <p>Fosters a high degree of competence, reliability, integrity, openness, and caring among staff</p> <p>Develops strategies for central office and school-based staff to successfully problem-solve and share the work of reform</p> <p>Develops norms, structures, and processes to foster data-driven collaboration across all levels</p> <p>Creates an atmosphere of ownership for the success of all students in the district</p> | <p>Is proficient and exhibits risk-taking and courage in challenging conventional thinking to advance the work of the district</p> <p>Assures effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for all students</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 4.2 Clear Understanding of School and District Roles and Responsibilities | <p>Fails to understand roles and responsibilities for district improvement and continues past practices</p> <p>Does not use consistent and transparent decision-making practices</p> <p>Fails to establish balance between district and department/school autonomy</p> <p>Fails to participate in school improvement planning efforts.</p> | <p>Begins to share a common understanding of roles and responsibilities for improvement at district and school levels</p> <p>Begins to implement the district decision-making framework</p> <p>Demonstrates a limited understanding of parameters for department/school autonomy with accountability</p> <p>Attends department and school improvement team meetings</p> | <p>Demonstrates a clear understanding of roles and responsibilities for advancing continuous district and school improvement</p> <p>Consistently implements the district decision-making framework</p> <p>Assures district decision-making model clearly links autonomy and accountability to the improvement of student learning at all levels</p> <p>Consistently supports planning, improvement, and problem-solving efforts to improve teaching and learning</p> | <p>Is proficient and demonstrates a powerful and consistent commitment to collaborative team leadership</p> <p>Consistently contributes to collaboratively improving the district decision-making framework and communicates it throughout the system.</p> <p>Consistently reviews identified indicators that the district decision-making model is leading to improved learning for all students</p> <p>Creates and promotes a culture of mutual empowerment and appreciation among and between staff at all levels</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |

Final Criteria 4 Score _____

| Criterion 5 Ensuring Compliance and Safety | | | | |
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| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 5.1 Provides for Physical Safety | Neglects to consider the physical safety of students, staff, and others | Maintains a site safety plan, as appropriate, monitored on a regular basis Minor safety and sanitary concerns or problems are confronted and resolved in a timely manner Demonstrates willingness to improve knowledge about security and issues relating to the physical environment | Implements appropriate safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances Proactively monitors and adjusts the plan in consultation with staff, students and outside experts/consultants Staff proficiency in safety procedures as measured and monitored by group assessments followed by group reflection | Is proficient and serves as a resource for others in leadership roles in developing safety systems including prevention, intervention and crisis response Implements specific actions to ensure a culture of safety awareness |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 5.2 Provides for Social, Emotional, and Intellectual Safety | Neglects the social, emotional or intellectual safety of others Does not support anti-bullying policy, anti-harassment, or behavior plans in place that promote safety Does not model an appreciation for diversity of ideas and opinions | Strives to provide appropriate emotional support to staff and students Supports approved policies for anti-bullying policy, anti-harassment in place that promote safety Demonstrates acceptance for diversity of ideas and opinions | Assumes responsibility for supporting the social, emotional, and intellectual safety of all Supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety Reinforces protective factors that reduce risk for all staff and students | Is proficient and makes emotional and intellectual safety a top priority for staff and students Ensures a learning culture in which all are acknowledged and connected Advocates to be part of and responsible for ensuring safety Ensures that community members are trained and empowered to improve and sustain a culture of emotional safety Advocates for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| 5.3 Establishes and Maintains Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring | <p>Fails to demonstrate adequate knowledge of legal, policy, and fiscal responsibilities</p> <p>Neglects to support the interests of the District with regard to ongoing compliance, professional development and monitoring</p> | <p>Demonstrates basic knowledge and understanding of legal, policy, and fiscal responsibilities</p> <p>Corrects behaviors and policies that conflict with the law, maintains effective policies related to compliance with laws and regulations</p> <p>Strives to provide ongoing appropriate professional development for staff</p> | <p>Assumes responsibility for operating within the law and professional standards</p> <p>Demonstrates deep and thorough knowledge and understanding of district policies, grant requirements and collective bargaining agreements</p> <p>Keeps the well-being of students, staff, and others at the forefront of legal responsibilities</p> <p>Tolerates no behavior outside of the law and professional standards and approaches problems proactively</p> | <p>Is proficient and consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal, policy, fiscal, and professional responsibilities</p> <p>Creates a culture of shared responsibility among staff</p> <p>Involves stakeholder in the creation of a school district culture that thrives on and benefits from addressing legal, fiscal and professional responsibilities</p> |
| <p><i>Evidence:</i></p> <p><i>Tentative Rating/Date:</i></p> | | | | |

Final Criteria 5 Score _____

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| 6.2 Managing Human Resources (assignment and retention) | <p>Does not adequately address issues in hiring, retention, and placement of staff for the benefit of supporting student achievement and legal responsibilities</p> <p>Does not put supporting student achievement and legal responsibilities at the forefront of human resource decisions</p> <p>Does not make an effort to ensure quality personnel is in each position</p> | <p>Makes some effort, and with moderate effect, to align human resource decisions to support student achievement and legal responsibilities</p> <p>Possess some skills and knowledge required to recruit and retain highly qualified individuals</p> <p>Completes staff evaluations on time</p> | <p>Maintains supporting students achievement and legal responsibilities at the center of human resource decisions including decisions regarding hiring, retention, and placement of staff</p> <p>Holds high performance expectations for staff and assists them in developing realistic goals for self-improvement</p> <p>Supports staff professional growth using appropriate plans and evaluation process</p> <p>Addresses performance and discipline issues when required</p> <p>Follows staff evaluation process cycle to promote professional growth</p> | <p>Is proficient and optimizes human resources and assets of staff to maximize learning opportunities for students and adults</p> <p>Is distinguished in management of human resources and is called upon to share those successful processes with others</p> <p>Efforts produce a positive work environment that attracts outstanding talent</p> <p>Follows through with appropriate plans for improvement, probation, and termination when necessary</p> |

Evidence:

Rating/Date:

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| 6.3 Managing Human Resources (productivity and professional development) | <p>Staff receive inadequate opportunities for professional development to ensure they can perform their jobs effectively and within compliance with laws and district policies</p> <p>Professional development offered is not of sufficient quality to be effective</p> | <p>Professional development plan somewhat aligns to the District's strategic directions</p> <p>Professional development is partly effective in leading to minor improvements in staff practice</p> <p>Little or no documentation of effectiveness of past professional development.</p> | <p>Professional development plan has three or four areas of emphasis, is job embedded, ongoing and linked to the District's strategic directions</p> <p>Systemic evaluation of past professional development offerings and outcomes</p> <p>Creates and support informal professional development</p> <p>Offers professional development that meets staff needs and is high quality</p> | <p>Is proficient and has adopted research based strategies for evaluating the effectiveness of professional development, documenting growth in staff effectiveness, and support of District's strategic directions</p> <p>Can identify specific professional development offerings of prior years that were systematically reviewed and eliminated or modified to better support district strategic directives</p> |

Evidence:

Tentative Rating/Date:

Final Criteria 6 Score _____

| Criterion 7 Engaging the Community and External Environment | | | | |
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| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 7.1 Communicate with External Stakeholders to Promote Understanding of District Needs in Support of Student Learning | <p>Makes little effort to know the community or to communicate with its citizens</p> <p>Does not engage with local, state, and federal officials to protect the interests of children in the district</p> <p>Unaware of external factors and has no network of community contacts</p> <p>Does not recognize conflict when apparent and does not view his/her role to assist in resolving it</p> <p>Does not recognize the need to engage key communicators or possess the skills to assist in engaging them</p> | <p>Interacts with some community members and attends some community activities</p> <p>Engages with some local, state, and federal officials as appropriate to protect the interest of children in the district</p> <p>Assists principals and other administrators in identifying conflict within the school community and participates in seeking solutions</p> <p>Provides support for some families in behaviors that contribute to their children's achievement</p> <p>Begins to solicit external partners in efforts to support raising student achievement</p> | <p>Leads in the community and communicates throughout the community</p> <p>Uses knowledge of federal and state policies and regulations to leverage support for district and school improvement efforts</p> <p>Implements positive conflict resolution techniques to diffuse situations</p> <p>Protects the priority of improving instructional practice and keeps internal and external distractions at a minimum</p> <p>Provides leadership to engage all families and community partners in raising student achievement</p> <p>Engages in positive, mutually beneficial contacts with local state and federal agencies and other civic and educational organizations to promote the vision of the district</p> | <p>Is proficient and assumes a leadership role advancing the vision of the district advocating for the needs of children within the local community</p> <p>Proactively identifies, minimizes, and/or eliminates barriers to the improvement of teaching and learning.</p> <p>Actively promotes support for children coming to school ready to learn and achieve</p> <p>Successfully motivates external partners to contribute their support to the district's vision and mission</p> <p>Develops and engages in strategies to influence state and federal policy</p> |

Evidence:

Tentative Rating/Date:

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| 7.2 Partner with District and Community Stakeholders | <p>Demonstrates little effort to engage the community in district activities</p> <p>Fails to share district, department, and school goals with others including community</p> <p>Does not identify and utilize district and community resources to advance the mission of the district or the effectiveness of assigned leadership areas</p> | <p>Encourages and supports involvement of the district and community in some areas</p> <p>Shares district, department, and school goals with some district departments and parts of the larger community</p> <p>Identifies and utilizes some district and community talent and resources in support of advancing the mission of the district and effectiveness of assigned leadership areas</p> <p>Limited district and community</p> | <p>Encourages and supports the consistent and ongoing district and community engagement for stakeholders in district and assigned leadership areas</p> <p>Consistently implements effective plans for engaging district and community to participate in decision making</p> <p>Community resources are identified and utilized in support of advancing the mission of the district and improve effectiveness of assigned areas of leadership</p> | <p>Is proficient and consistently demonstrates leadership in the area of effectively engaging the district and the greater community</p> <p>Is recognized within and outside of the district for developing and implementing programs that partner with the district and the community</p> <p>Programs are held as a model for other departments to adopt and follow</p> <p>Builds capacity in the district and community for initiating new and beneficial forms of</p> |

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| | | involvement decision making processes and engagement activities achievement | Actively monitors district and community involvement and adjusts, creating new opportunities for district and community to be engaged achievement | community involvement Support and services are integrated through partnerships involving district, civic, business, and others advancing the mission of the district and effectiveness of assigned areas of leadership |
| <p>Evidence:</p> <p>Tentative Rating/Date:</p> | | | | |

Final Criteria 7 Score _____

| Criterion 8 Closing Achievement Gaps and Removing Barriers | | | | |
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| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 8.1 Focus on Student Learning | <p>Does not communicate the vision, mission, beliefs, and goals beyond central office</p> <p>Is not aware of student achievement data</p> <p>Focuses only on operations and management items during meetings</p> <p>Fails to connect department goals and work with student achievement.</p> | <p>Makes vision, mission, beliefs, and goals public so that staff are familiar with them</p> <p>Assists district and school staffs with examining disaggregated achievement data at least annually</p> <p>Includes student achievement focus in meetings and presentations</p> <p>Connects departmental goals and agenda items to student achievement</p> | <p>Develops staff and community's commitment to the vision, mission, beliefs, and goals</p> <p>Ensures staff members understand data, achievement gaps and aligns efforts to improve teaching and learning with district goals</p> <p>Develops commitment from stakeholders for high levels of achievement for all students</p> <p>Focuses on student achievement for the majority of time in meetings</p> <p>Plans and makes decisions based on standards and non-negotiable performance targets</p> | <p>Is proficient and embeds the vision, mission, beliefs, and goals across the system so the stakeholders' actions and words reflect them</p> <p>Supports each level of the system in establishing goals aligned to the non-negotiable performance targets set by the board and superintendent</p> <p>Deliberately focuses on effective student achievement practices in meetings and serves as a model of quality instruction for adult learners</p> <p>Takes action that results in measurable increases in improved practices, student learning, and closing the achievement gap stemming from a commitment to high levels of learning for all students</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| 8.2 Identify Barriers to Achievement and Strategies to Close Resulting Gaps | <p>Is unaware of achievement gaps and systemic barriers that exist in schools</p> <p>Is unaware of how traditional practices have played a role in perpetuating failures to improve</p> <p>Attributes failures to improve to external factors beyond the district/department's control</p> <p>Does not devote resources to areas of needed improvement.</p> | <p>Demonstrates emerging awareness of achievement gaps and specific barriers to success</p> <p>Recognizes responsibility and has some confidence in the district/department's ability to close achievement gaps and overcome barriers</p> | <p>Identifies and demonstrates complete knowledge and understanding of achievement gaps and systemic barriers to success in the district/department</p> <p>Accepts responsibility for making progress in supporting closing achievement gaps and overcoming barriers</p> <p>Identifies and implements programs, strategies, and efforts to close achievement gaps and overcome the barriers</p> | <p>Is proficient and focuses attention of district/department staff, and colleagues on the goal of closing achievement gaps and overcoming systemic barriers</p> <p>Uses innovation and leadership to stimulate effective responses to systemic barriers</p> <p>Systematically challenges the status quo by leading change, based on data and resulting in improved professional performance and beneficial outcomes</p> <p>Builds capacity in the department and district to support the elimination of systemic barriers to close achievement gaps</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |

| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
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| 8.3 Demonstrate Commitment to Close Achievement Gaps and Overcome Systemic Barrier | <p>Does not acknowledge the responsibility to address barriers to success</p> <p>Does not consider subpopulations when developing programs, plans, or strategies</p> <p>Does not have a plan to address or support schools in closing achievement gaps</p> | <p>Data is accessible and shared with the department or other district leaders</p> <p>Attempts are made to overcome systemic barriers to success</p> <p>Uses research-based methodologies to overcome systemic barriers</p> <p>Demonstrates emerging progress in overcoming systemic barriers to closing achievement gaps</p> | <p>Data is accessible to the department staff, other district leaders and relevant stakeholders</p> <p>Constructs plans with specific strategies to overcome systemic barriers</p> <p>Communicates, monitors and adjusts efforts to make effective progress toward reducing systemic barriers</p> <p>Models and builds the capacity of departmental staff to be culturally competent and to implement socially just practices</p> <p>Demonstrates improvement in overcoming systemic barriers and supporting schools to close identified achievement gaps</p> | <p>Is proficient and keeps the work of overcoming systemic barriers at the forefront of the department's work</p> <p>Assumes responsibility for overcoming systemic barriers</p> <p>Builds capacity in staff and others to overcome systemic barriers and advance learning for students</p> <p>Has a deep knowledge and understanding of the nature of gaps that exist and the systemic barriers facing the district/department and schools</p> |
| <i>Evidence:</i> | | | | |
| <i>Tentative Rating/Date:</i> | | | | |

Final Criteria 8 Score _____

SUMMARY OF OVERALL RATINGS:

Administrator _____ Title _____

Evaluator _____ Department _____ School Year _____

Final Criteria Scores:

| Criteria | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total Score |
|----------|---|---|---|---|---|---|---|---|-------------|
| Score | | | | | | | | | |

| 8-14 | 15-21 | 22-28 | 29-32 |
|------------------|---------|--------------|-----------------|
| 1-Unsatisfactory | 2-Basic | 3-Proficient | 4-Distinguished |

Final Leadership/Professional Goal Progress:

| Level of Progress | Well Below Target | Below Target | Meets Target | Exceeds Target |
|-------------------|-------------------|--------------|--------------|----------------|
| Goal 1 | | | | |
| Goal 2 | | | | |
| Goal 3 | | | | |

Overall Rating: Unsatisfactory Basic Proficient Distinguished

Date: _____ Evaluator: _____
Signature *Printed Name*

Date: _____ Employee: _____
Signature *Printed Name* *Employee ID#*

My signature indicates that I have received this evaluation. It does not necessarily indicate agreement with the findings.