

Administrator _____

Evaluator _____

Position _____

School Year _____

Criterion 1 Creating a Culture				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Develops and Sustains Focus on a Shared Mission and Clear Vision	Does not communicate mission, vision, and core values	Demonstrates alignment with mission, vision, and core values	Checks alignment of work practices to the mission and vision of the district and realigns where needed	Is proficient and communicates in terms that demonstrate the connection between tasks and the mission of the district Ensures that all staff understand how their roles support the mission and vision of the district
	Tolerates behaviors and employee actions in opposition to a culture of ongoing improvement	Occasionally seeks to align work practices and priorities		
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
1.2 Encourages Staff Members to Focus on a Shared Mission and Clear Vision	Staff aligns work priorities to meet personal or department convenience regardless of priorities aligned with the district's shared mission	Work is generally aligned with shared vision	Communicates in terms that indicate alignment	Is proficient and fully integrates the department's work into the district's shared mission and vision Keeps the mission and vision in the forefront of the planning, implementation, and assessment of their work
	No initiatives in place to address the issues	Staff demonstrates difficulty in adjusting to shifting priorities Some initiatives in place to address the issues	Adjusts work priorities to meet the highest needs of learning and teaching	
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				

Elements	Unsatisfactory	Basic	Proficient	Distinguished
1.3 Engages in Essential Conversations for Ongoing Improvement	<p>Avoids conversations or fails to make them a priority</p> <p>Is not available to staff or other stakeholders</p> <p>Does not communicate high expectations and high standards for staff and students regarding ongoing improvement</p>	<p>Communicates critical information as needed to meet immediate objectives</p> <p>Occasionally addresses staff needs for improvement</p>	<p>Initiates and maintains ongoing conversations with leadership in other parts of the district (e.g., schools, other departments, etc.) to align priorities and services to meet the needs of instruction learning and learning</p> <p>Actively addresses staff needs for improvement</p>	<p>Is proficient and systematically communicates with staff, other district leaders, and stakeholders regarding immediate and longer term strategies for improvement</p> <p>Provides specific guidance for all staff on an ongoing basis to improve performance</p>

Evidence:

Tentative Rating/Date:

Elements	Unsatisfactory	Basic	Proficient	Distinguished
1.4 Facilitates Collaborative Process Leading Toward Continuous Improvement	<p>Does not support or facilitate collaboration among staff</p> <p>Tolerates behaviors that impede collaboration among staff</p> <p>Fosters a climate of competition and supports unhealthy interactions among staff</p>	<p>Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e., building trust)</p> <p>Occasionally facilitates collaboration among staff.</p> <p>Beginning to develop consensus-building and negotiation skills</p>	<p>Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives, and knowledge in the group</p> <p>Assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions</p> <p>Creates opportunities for staff to initiate collaborative processes across disciplines that support ongoing improvement of teaching and learning</p>	<p>Is proficient and successfully creates systems and processes that build the capacity of staff and stakeholders to collaborate across disciplines</p> <p>Is recognized by district community for leadership that results in a high degree of meaningful collaboration</p>

Evidence:

Tentative Rating/Date:

Criterion 2 Ensuring Compliance and Safety				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
2.1 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 in site or equipment problems are confronted and resolved in a timely manner Eager 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
2.2 Establishes an Ongoing Program of Compliance Maintenance, Professional Development, and Monitoring	Fails to demonstrate adequate knowledge of legal, policy, and fiscal responsibilities Neglects to support the interests of the District with regard to ongoing compliance, professional development, and monitoring	Demonstrates basic knowledge and understanding of legal, policy, and fiscal responsibilities Corrects behaviors and policies that conflict with the law, maintains effective policies related to compliance with laws and regulations Strives to provide ongoing appropriate professional development for staff	Assumes responsibility for operating within the law and professional standards Demonstrates deep and thorough knowledge and understanding of district policies, grant requirements, and collective bargaining agreements Keeps the well-being of students, staff, and others at the forefront of legal responsibilities Tolerates no behavior outside of the law and professional standards and approaches problems proactively	Is proficient and consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal, policy, fiscal, and professional responsibilities Creates a culture of shared responsibility among staff Involves stakeholder in the creation of a school district culture that thrives on and benefits from addressing legal, fiscal, and professional responsibilities
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				

Final Criteria 2 Score _____

Criterion 3 Planning with Data				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
3.1 Recognizes and Seeks out Multiple Data Sources to Align Priorities with Supporting Student Achievement	Fails to utilize relevant data points in managing the work of the department	Recognizes some relevant data points that support the performance of the department and align with supporting student achievement Occasionally bases planning on relevant data points	Bases department planning on relevant data points Actively monitors data and performance Adjusts plans based on new or updated data	Is proficient and explores a wide variety of data sources to ensure that work within leader's area/s of leadership supports improvement in student achievement Models data analysis to other areas of the district
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
3.2 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts	Limited review and sharing of department-relevant data and only as required Interpretation of data may be incorrect or incomplete Uses data inappropriately	Uses some data analysis methods and makes modest efforts to broaden knowledge of data analysis and interpretation Uses departmental-relevant data to influence improvement	Consistently aligns policies, procedures, and legal responses to the district's vision of high levels of achievement for all Actively participates in annual review and revision of board policies related to teaching and learning Regularly monitors system-wide alignment of programs and practices with the district's policies and vision as well as federal and state requirements Intentionally and frequently communicates clarity, commitment, and consistency in identified district practices across school	Is proficient and sustains a strong relationship between policy and program coherence and student success 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 Consistently promotes and communicates a high level of commitment to identified district improvement practices as evident across all schools and departments
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				

Final Criteria 3 Score _____

Elements	Unsatisfactory	Basic	Proficient	Distinguished
4.3 Implementation and Collaborative Development of Work Plans Aligned with District Strategic Directions	<p>Has incomplete or insufficient knowledge of best industry/professional practices across work activities</p> <p>Department activities are driven by day to day needs</p> <p>Work plans are not in place</p>	<p>Has sufficient knowledge and understanding of best practices for creating work plans</p> <p>Some work plans are in place</p>	<p>Has deep understanding of industry/professional practices required to create effective departmental work plans in support of strategic initiatives of the department</p> <p>Continually monitors and makes adjustments to work plan to ensure alignment</p> <p>Actively engages staff in developing cooperatively aligned work plans</p> <p>Reviews plans and provides constructive feedback</p> <p>Reads and shares research that fosters an ongoing, department wide discussion on best industry/professional practices related to work planning and implementation</p>	<p>Is proficient and provides leadership and support such that staff understand the need and create work plans to accomplish departmental strategic initiatives that are aligned with the district's strategic directions</p> <p>Takes ownership in and designs work plans that are coordinated throughout the department</p> <p>Ensure staff remain current on professional literature regarding the most current industry/professional practices</p>

Evidence:

Tentative Rating/Date:

Final Criteria 4 Score _____

Criterion 5 Improving Departmental Performance				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
5.1 Monitors Departmental Practices	Does not adequately monitor department practices	Develops and uses observable systems and routines for monitoring departmental practices	Develops and uses observable systems and routines for monitoring departmental practices	Is proficient and consistently demonstrates leadership in the practice of monitoring effective departmental practices
	Untimely and inadequate staff evaluations	Provides some feedback to staff	Uses data consistently to provide staff with meaningful, personal feedback that is effective to improve departmental practices	Develops exemplary systems and routines for effective monitoring and evaluating of staff and departmental practices
	Insufficient feedback regarding effective practices	Feedback is somewhat linked to departmental goals and operations	Ensures that staff go beyond identifying shortcomings in departmental practices and delve into why (root causes)	Shares systems and routines with colleagues, subordinates and stakeholders Regularly monitors, reflects on, and develops or adjusts systems as needed to improve departmental practices
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
5.2 Assists Staff in Determining and Improving Effective Departmental Practices	Does not meet with staff to develop, review and modify departmental practices	Meets with staff to develop, review, and modify departmental practices based on limited information/feedback	Meets with staff regularly to develop, review, and modify departmental practices based on identified areas of need	Is proficient and consistently demonstrates leadership in developing comprehensive departmental practices to improve performance
	Departmental practices do not meet minimum requirements	Assists in the identification of performance indicators to monitor and benchmark departmental progress, practices, and performance with minimal results	Assists in the identification of performance indicators to monitor and benchmark progress	Regularly meets with staff to reflect on departmental practices and progress
	Does not assist staff in identification of performance indicators or performance indicators are insufficient		Research-based planning and performance-linked goal setting strategies are used allowing timely feedback for mid-course corrections and improved performance	Departmental practices and performance show consistent improvement
	Departmental practices and performance do not improve		Departmental practices and performance show measurable and sustained improvement	
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				

Elements	Unsatisfactory	Basic	Proficient	Distinguished
5.3 Assists Staff in Implementing Effective Departmental Practices	<p>Does not fully support staff in their efforts to improve departmental practices</p> <p>Does not have knowledge or understanding of best departmental practices</p> <p>Does not make assisting staff in improved practices a priority</p>	<p>Limited support for staff in the implementation of some effective departmental practices</p> <p>Demonstrates some effort to improve practices</p> <p>Emerging knowledge and understanding of best departmental practices</p>	<p>Facilitates and supports staff in the implementation of effective departmental practices</p> <p>Has thorough and deep knowledge and understanding of best departmental practices</p> <p>Devotes considerable time and effort to the improvement of departmental practices</p> <p>Assists staff to use the most effective and appropriate technologies and processes to support departmental practices</p>	<p>Is proficient and serves as a driving force to build capacity for staff to initiate and implement improved departmental practices</p> <p>Encourages staff to develop improved practices</p> <p>Supports and participates in the exchange of ideas and knowledge in support of improved departmental practices</p>

Evidence:

Tentative Rating/Date:

Elements	Unsatisfactory	Basic	Proficient	Distinguished
5.4 Reliably and Validly Evaluates Staff in Effective Departmental Practices	<p>Evaluations lack strong evidence yielding potentially unreliable staff evaluations</p> <p>Makes claims about staff performance that are not valid or supported by evidence</p> <p>Does not establish systems or routines that support improved departmental practices</p> <p>Little to no understanding of leadership qualities (including the value of diversity) in improving staff performance</p>	<p>Evaluates staff with varied results</p> <p>Recommendations lead staff to some improvement in practice and performance</p> <p>Developing understanding of leadership qualities (including the value of diversity) in improving staff performance</p>	<p>Evaluates staff reliably and validly</p> <p>Regularly and systematically evaluates all staff</p> <p>Provides triangulated data and evidence to support points</p> <p>Recommendations are effective and lead to consistently improved departmental practices and performance</p> <p>Demonstrates understanding of leadership qualities (including the value of diversity) in improving staff performance</p>	<p>Is proficient and consistently demonstrates leadership in the practice of thoroughly, reliably, and validly evaluating staff so that continuous improvement in departmental practices becomes the professional standard</p> <p>Provides detailed, formative assessment with exemplary feedback that leads to improvement</p> <p>Builds capacity in staff to accurately and validly assess themselves and others</p> <p>Promotes a culture of continual improvement due to ongoing evaluation of effective departmental practices</p>

Evidence:

Tentative Rating/Date:

Final Criteria 5 Score _____

Criterion 6 Managing Staff and Fiscal Resources				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
6.1 Managing Human Resources (assignment and retention)	Does not adequately address issues in hiring, retention, and placement of staff for the benefit of supporting student achievement and legal responsibilities	Makes some effort, and with moderate effect, to align human resource decisions to support student achievement and legal responsibilities	Maintains supporting students achievement and legal responsibilities at the center of human resource decisions including decisions regarding hiring, retention, and placement of staff	Is proficient and optimizes human resources and assets of staff to maximize learning opportunities for students and adults
	Does not put supporting student achievement and legal responsibilities at the forefront of human resource decisions	Possess some skills and knowledge required to recruit and retain highly qualified individuals	Holds high performance expectations for staff and assists them in developing realistic goals for self-improvement	Is distinguished in management of human resources and is called upon to share those successful processes with others
	Does not make an effort to ensure quality personnel is in each position	Completes staff evaluations on time	Supports staff professional growth using appropriate plans and evaluation process Addresses performance and discipline issues when required	Efforts produce a positive work environment that attracts outstanding talent Follows through with appropriate plans for improvement, probation, and termination when necessary
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
6.2 Managing Human Resources (productivity and professional development)	Staff receive inadequate opportunities for professional development to ensure they can perform their jobs effectively and within compliance with laws and district policies	Professional development plan somewhat aligns to the District's strategic directions	Professional development plan has three or four areas of emphasis, is job embedded, ongoing and linked to the District's strategic directions	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
	Professional development offered is not of sufficient quality to be effective	Professional development is partly effective in leading to minor improvements in staff practice	Systemic evaluation of past professional development offerings and outcomes	Can identify specific professional development offerings of prior years that were systematically reviewed and eliminated or modified to better support district strategic directives
		Little or no documentation of effectiveness of past professional development	Creates and supports informal professional development Offers professional development that meets staff needs and is high quality	
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				

Criterion 7 Engaging Internal and External Stakeholders				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs in Support of Learning	<p>Communication is infrequent and opportunities for involvement are not fully realized or made available</p> <p>Not active with relevant external stakeholders</p>	<p>Communication in community is regular, yet is mainly informational rather than two-way</p> <p>Channels of communication are not accessible to all stake holders</p> <p>Practices some discretion when dealing with confidential district issues</p>	<p>Builds effective communication systems between the department, the district, and stakeholders</p> <p>Uses multiple communication channels appropriate for cultural and language differences that exist</p> <p>Practices responsible discretion with district confidential information</p>	<p>Is proficient and moves beyond typical communication practices to proactively develop relationships through participation in (membership in) groups, innovative technology, events</p> <p>Creates and promotes opportunities for staff and other leaders to share their departmental operations</p> <p>Establishes a feedback loop that is invitational, transparent, effective, and trusted, including open forums, focus groups, or surveys</p> <p>Employs successful models of district, business, community, government partnerships to promote input, understanding of, and support for district activities</p>
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
7.2 Partners with District Stakeholders	<p>Demonstrates little effort to engage the community in district activities</p> <p>Fails to share department goals beyond the department</p> <p>Does not identify and utilize district and community resources to advance the effectiveness of the department's work</p>	<p>Encourages and supports involvement of the district and community in some departmental work</p> <p>Shares department 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 improving the department</p> <p>Limited district and community involvement in departmental decision making processes and engagement activities</p>	<p>Encourages and supports the consistent and ongoing district and community engagement for stakeholders in departmental work</p> <p>Consistently implements effective plans for engaging district and community outside of the department to participate in departmental decision making</p> <p>Community resources are identified and utilized in support of improved department performance</p> <p>Actively monitors district and community involvement and adjusts, creating new opportunities for district and community to be a part of the department work</p>	<p>Is proficient and consistently demonstrates leadership in the area of effectively engaging the district and the greater community in department work</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 involvement in the department</p> <p>Services are integrated through partnerships involving district, civic, business, and others to meet needs of the department</p>
<i>Evidence:</i>				
<i>Tentative Rating/Date:</i>				

Final Criteria 7 Score _____

Criterion 8 Overcoming Systemic Barriers to Success				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them	<p>Is unaware of systemic barriers to success in the department and how traditional practices have played a role in perpetuating failures to improve</p> <p>Attributes failures to improve to external factors beyond the department's control</p> <p>Does not devote resources to areas of needed improvement</p>	<p>Demonstrates emerging awareness of specific barriers to success within the department</p> <p>Recognizes responsibility and has some confidence in the department's ability to overcome these barriers</p> <p>Identifies and implements efforts to overcome the barriers</p>	<p>Identifies and demonstrates complete knowledge and understanding of systemic barrier to success in the department</p> <p>Accepts responsibility for making progress in overcoming these barriers</p> <p>Creates innovation and uses leadership to stimulate effective responses to systemic barriers</p>	<p>Is proficient and focuses attention of department staff, colleagues, and superiors on the goal of overcoming systemic barriers to improved departmental performance</p> <p>Systematically challenges the status quo by leading change, based on data and resulting in improved departmental performance</p> <p>Builds capacity in the department and district to support the elimination of systemic barriers to improved performance</p>
<p><i>Evidence:</i></p> <p><i>Tentative Rating/Date:</i></p>				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
8.2 Demonstrates Commitment to Overcoming Systemic Barriers to Departmental Success	<p>Does not acknowledge the responsibility of the department to address barriers to success</p> <p>Does not consider underlying inefficiencies or poor practices if overall goals are met</p> <p>Does not have a plan to overcome systemic barriers to success.</p>	<p>Performance 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 departmental success</p>	<p>Performance data is accessible to the department staff, other district leaders, and relevant stakeholders</p> <p>Constructs a plan 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 address systemic barriers to departmental success</p> <p>Demonstrates improvement in overcoming systemic barriers to department success</p>	<p>Is proficient and keeps the work of overcoming systemic barriers to departmental success 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</p> <p>Has a deep knowledge and understanding of the nature of the systemic barriers facing the department</p>
<p><i>Evidence:</i></p> <p><i>Tentative Rating/Date:</i></p>				

Elements	Unsatisfactory	Basic	Proficient	Distinguished
8.3 Provides Evidence of Overcoming Systemic Barriers to Department Success	Performance data from multiple sources or data points show no evidence of overcoming systemic barriers to departmental success Departmental performance declines	Performance data from multiple sources or data points shows minimum evidence of overcoming systemic barriers to departmental success	Performance data from multiple sources or data points shows evidence of improving departmental performance Overall departmental performance has improved as well areas focused on in overcoming systemic barriers to success	Performance data from multiple sources or data points shows evidence of consistent growth in departmental performance There is a consistent record of improved performance on multiple indicators, across all departmental goals
<p><i>Evidence:</i></p> <p><i>Tentative Rating/Date:</i></p>				

Final Criteria 8 Score _____

SUMMARY OF OVERALL RATINGS:

Name _____ Evaluator _____

Position _____ School Year _____

State 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

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.