Alexandria City Public Schools

Administrator Growth and Assessment System

Board Approved June 20, 2013
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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

Alexandria City Public Schools Administrator Growth and Assessment System uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge, Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual Administrator initiative. The goal is to support the continuous growth and development of each Administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. This evaluation tool applies to all employees who are operational/organizational leaders (those who work in designated leadership roles) to include:

- Chief Executive Staff
- Principals
- Associate and Assistant Principals
- Deans
- Coordinators *
- Directors, Assistant Directors, Managers, Supervisors
- Administrative Interns
- Any ACPS leader who manages and supervises staff may utilize this system.

*with evaluative responsibilities

While the standards were designed for those in school/academic leadership and the committee focused on identifying indicators supporting the 7 administrator standards; we find there is value in the system for other administrative leaders. Our expectation is that all leadership be held to similar standards impacting operational effectiveness. As such, there is leeway to adapt those standards directly linked to student achievement to standards that focus on operational effectiveness.

Purposes and Characteristics

The primary purposes of the Administrator Growth and Assessment System are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive administrator performance appraisal and professional growth;
• promote collaboration between the administrator and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance.\textsuperscript{i}

This evaluation system includes the following distinguishing characteristics:

• benchmark behaviors for each of the administrator performance standards;
• a focus on the relationship between administrator performance and improved student learning and growth;
• the use of multiple data sources for documenting performance, including opportunities for Administrators to present evidence of their own performance as well as student growth;
• a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases administrators’ involvement in the evaluation process;
• a support system for providing assistance when needed.\textsuperscript{ii}

**Essential Components of the Administrator Growth and Assessment System**

Clearly defined professional responsibilities for administrators constitute the foundation for the Administrator Growth and Assessment System (AGAS). A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both administrators and evaluators (i.e., superintendent, supervisor) reasonably understand their job expectations. AGAS uses a two-tiered approach to define the expectations for administrator performance consisting of seven standards and multiple performance indicators. Administrators will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

Figure 1: *Relationship between Essential Parts of AGAS*

<table>
<thead>
<tr>
<th>Standard 5: Communication and Community Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</em></td>
</tr>
</tbody>
</table>

**The Administrator:**

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.

5.2 Communicates the school education plan goals to all stakeholders.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient</td>
<td>is the expected level of performance.</td>
<td>The Administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
<tr>
<td>The Administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td>The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The Administrator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The Administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
</tbody>
</table>
Performance Standards

Performance standards define the criteria expected when administrators perform their major duties. For all administrators, there are seven performance standards (Figure 2) that serve as the basis for the administrator’s evaluation.

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD NAME</th>
<th>PERFORMANCE STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Instructional Leadership</strong></td>
<td>The Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that lead to student academic progress and school improvement.</td>
</tr>
<tr>
<td>2. <strong>School Climate</strong></td>
<td>The Administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>3. <strong>Human Resources Management</strong></td>
<td>The Administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
</tr>
<tr>
<td>4. <strong>Organizational Management</strong></td>
<td>The Administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
</tr>
<tr>
<td>5. <strong>Communication and Community Relations</strong></td>
<td>The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
</tr>
<tr>
<td>6. <strong>Professionalism</strong></td>
<td>The Administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
</tr>
<tr>
<td>7. <strong>Student Academic Progress</strong></td>
<td>The Administrator’s leadership results in acceptable, measurable student academic progress based on established standards.</td>
</tr>
</tbody>
</table>

Figure 2: *Performance Standards*
The standards are modified for non-academic roles, such as, Finance, Transportation, Food Services, Facilities, and Human Resources. Information Technology, and Communications (but not all inclusive of this list) Standard 1 Instructional Leadership would be converted to the standard of "Leadership", Standard 2- School Climate would be converted to "Dept./ Office Climate" and Standard 7 Student Academic Progress to "Strategic Department/ Program Goals". Each program area is responsible for identifying the measures, evidence and indicators to rate proficiency.

**Performance Indicators**

Performance indicators provide examples of observable tangible behavior that indicate the degree to which administrators are meeting each standard. The indicators help administrators and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the description of what measurable actions must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and the indicators are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects. ACPS has identified the indicators which encompass our culture and educational strategies. These indicators should be identifiable by an observer.

Using Standard 5 (Communication and Community Relations) as an example, a set of performance indicators is provided in Figure 3.
Figure 3: Performance Indicators

Performance Standard 5: Communication and Community Relations
The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The Administrator:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication where appropriate.

5.2 Communicates the school education plan goals to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely and effective manner through multiple channels and sources.

5.4 Maintains visibility, accessibility and involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.6 Provides a variety of opportunities for parent and family involvement in school activities.

5.7 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community while advocating for students to influence local, division, and state decisions affecting student learning.

Evaluators and administrators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document an administrator’s performance on each standard with evidence generated from multiple performance indicators.

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. The rubric states the measure of performance expected of administrators and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all administrators. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help administrators to focus on ways to enhance their leadership practices. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Communication and Community Relations).
Figure 4: Performance Appraisal Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td><strong>The administrator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</strong></td>
<td><strong>The administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.</strong></td>
</tr>
<tr>
<td>The administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td>The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The rating of proficient is the expected level of performance.*

**DOCUMENTING PERFORMANCE**

The role of an administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the administrator’s work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on Administrator performance.

Figure 5: Data Sources for Administrator Evaluation

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Professional Plan (APP)</td>
<td>Administrators identify goals for student improvement and student achievement as well as professional goals related to personal performance.</td>
</tr>
<tr>
<td>Site Visits</td>
<td>Site visits, applied in a variety of settings, provide information on a wide range of contributions made by administrators. Informal observations/school site visits may range from watching how an administrator interacts with others, to observing programs and shadowing the administrator. The site visit may include observations related to other departments such as Special Education, Human Resources and Facilities requiring specific targets linked to standards.</td>
</tr>
<tr>
<td>Documentation Log</td>
<td>The document log provides artifacts generated by administrators and collected during site visits demonstrating evidence of meeting the seven performance standards. Contributions can be made by both the evaluator and administrator.</td>
</tr>
<tr>
<td>Teacher/Staff Survey</td>
<td>Surveys provide information to administrators about perceptions of job performance from stakeholders. The survey responses in likert scale data are given to the staff and the administrator. The administrator prepares a reflective summary for inclusion in the portfolio/document log.</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Administrators, in conjunction with their evaluators, set goals for professional growth and school improvement which is included in the APP.</td>
</tr>
</tbody>
</table>
To address the contextual nature of the administrator’s job, each Administrator should provide a school profile narrative to his or her evaluator. This may be done via the Administrative Performance Plan (APP). It is strongly recommended that the administrator also discuss the unique characteristics of the school with the evaluator.

**Alignment of Performance Standards with Data Sources**

Whether an administrator is meeting the performance standards may be evidenced through multiple data sources. Figure 6 shows the alignment of performance standard by data source.

![Figure 6: Aligning Multiple Data Sources with Performance Standards](image)

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Site Visits</th>
<th>Document Log</th>
<th>Teacher/Staff Survey</th>
<th>APP/Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>2. School Climate</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>3. Human Resources Management</td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>4. Organizational Management</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>5. Communication and Community Relations</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

*Survey summaries are part of the document log.
P = Primary Data Source    S = Secondary Data Source

**Site Visits**

Site visits, applied in a variety of settings, provide information on a wide range of contributions made by administrators. Observations/site visits may range from watching how an administrator interacts with others, to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether administrators are meeting the performance standards. Evaluators are encouraged to conduct multiple site visits to the administrator’s work site. During a site visit, evaluators should discuss various aspects of the job with the administrator. This announced and scheduled site visit can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the administrator reflect on his or her performance, which may provide insight into how the administrator is addressing the standards. The site visit or observation is be conducted using the Observation/Site Visit Form and must be done by a Director or his/her designee or a licensed administrator. Such a discussion may also help the administrator think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the administrator’s responses to the questions to determine issues they would
like to further explore with the administrator’s faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change, and by having an honest, open discussion, the administrator is provided with an opportunity to explain the successes and trials the school/program has experienced in relation to changes. It also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the Observation/Site Visit Form in Part III. Following the site visit, evaluators should provide feedback to the administrator. Evaluators may consider conducting one site visit prior to February 1. At least one documented Observation/Site Visit is required each year.

**Documentation Log**
The documentation log is an organized collection of work that demonstrates the administrator’s skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. Documentation provides evaluators with information related to specific standards and provides administrators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm an administrator’s effort to demonstrate exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously-identified deficiency.

Artifacts are not created solely for a documentation log, but are readily reviewed in documentation log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Administrators may choose to submit their material electronically or in hard copy and they may organize the material in any way they see fit. The emphasis should be on the quality of work, not the quantity of materials presented.

A sample *Documentation Cover Sheet* is provided in Part III. Although this sheet is optional, administrators should consider using this sheet to help organize documents. The sheet provides examples of the types of material an administrator might consider providing to show evidence of proficiency in the seven performance standards. Figure 7 provides examples of some of these materials. These examples will vary based on the school’s unique characteristics. The **Bolded** items are required.

**Figure 7: Examples of Items in a Documentation Log**

**Standard 1 – Instructional Leadership**
- School Education plan
- Vision/mission/core belief statements
- Leadership/school improvement team agendas
- Building administrator responsibility chart
- **Professional goals**
- Master schedule
- Staff evaluation grid
- Student progress monitoring data
- Schedules for students in the alternative education program
• Project-specific summaries of a goal
• Compliance with Standards of Accreditation
• Program development
• **Professional Development Plan (for school)**
  • List of school committees and members
  • Professional Growth Dialogue/Plan examples
  • Sample of IEP with growth documentation
  • School Expectations Rubric

**Standard 2 – School Climate**
• Reports of discipline, crime and violence
• Teacher Recognition recommendations (i.e. Harry Burke, Anne Lipnick, Agnes Meyer)
• Teacher/staff appreciation activities
• **Self-Reflection Summary of surveys**
  • Student recognition; student groups/clubs
  • Roster of Parents attending various meetings offered throughout the school year
  • School Support Team (SST) documentation
  • Faculty Council Minutes
  • Teacher-Leader Mentorships
  • Nominations of Students for academic
  • Grant opportunities for Staff or Parents
• Programs brought to school to promote character awareness
• Exit tickets or quality tools from faculty meetings such as Plus/DeltaParking Lot, or Issue Bin

**Standard 3 – Human Resources Management**
• **Staff evaluation schedule including observation schedule and PLP review meetings**
• Evidence of teachers and staff serving as leaders in the school, school division, and school community
• Examples of staff walkthroughs and summatives
• Example of Documentation Log from a staff review
• Staff recognition program outline
• Growth Dialogue examples
• Professional Growth Plans and ongoing documentation
• Mentor/Mentee assignments and connections
• Documentation of retention rate in the school
• Staffing Projection Report

**Standard 4 – Organizational Management**
• Building schedules
• School Education Plan
• School Improvement Grant Report
• Title One documentation
• Documentation of weekly/monthly/yearly financial reviews
• Stipend Management report
• Financial Accountability Processes and Procedures
• CIP (Capital Improvement Plan) recommendations
• Administrator responsibility chart
• Master schedule and course compliance
• Facility use log
• Physical plant and grounds management schedule
• Annual financial audits
• Uncollected debts
• Inventory records
• Career and Technical Education compliance
• Special Education compliance management (through site visit)
• Department/grade level meeting documentation
• LEP compliance management

Standard 5 – Communication and Community Relations
• Faculty meeting agendas
• Newsletters
• PTA/PAC/PTO agendas
• Optional parent/community survey
• Web site link
• Completion of annual school safety audit
• Safety meeting agendas and minutes of meetings
• Documentation of multi-tiered systems of support
• School Health Advisory Board agendas and minutes of meetings
• Media communications
• Eligibility & IEP meeting agendas and summaries
• Presentations to civic/community groups (rosters of attendance, fliers, etc.)
• Community Partnerships
• Evidence of Volunteers involved in the school
• Anecdotal responses from staff, parents or students

Standard 6 – Professionalism
• Staff development activity agendas
• Department/grade level meeting documentation
• Summary of staff surveys
• Professional conference attendance
• Professional organization membership
• PLP professional growth data
• Advancement of Personal Educational Experiences
• Evidence of keeping current with professional practices related to educational issues

Standard 7 – Student Academic Progress
• Analysis of grades for the marking period
• Evidence of intervention assignments based on benchmarking data
• Tracking of ongoing benchmarking data (i.e. CRT, SRI, SMI, SPI, PALS, AIMSWEB, AP test, Corrective Reading, KDA, TAG assessments)
• Documentation of meeting to established annual goals (e.g., school improvement plan)
• Student growth percentile data, if available and appropriate  
• Sample Progress Reports for students with a disability with data collection linked to that report (mastery of goals)  
• Data on student achievement from other valid, reliable sources (e.g., pattern of improvement in advanced pass rate on SOL assessments, percent of students taking the SATs, closing the achievement gap between student subgroups, etc.)  
• PLP student growth data

The documentation log is an official document that is maintained by the administrator. It is the property of the administrator and follows the administrator when work assignments change. Evaluators may consider reviewing the documentation log at least once prior to May 1, although they are free to review it more often as needed.

While the preceding paragraphs have referred to the administrator providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the administrator’s performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the School Site Visit section (informally observing the Administrator during meetings, watching his or her interactions with others, etc.). This type of documentation should be considered along with the administrator’s own documentation when making formative and summative assessments. As such, evaluators should write comments related to their own documentation on the Administrator Summative Performance Report (see Part III), as applicable.

Teacher/Staff Surveys
Surveys are an important data collection tool used to gather client (in this instance, teacher/staff/parent) data regarding their perceptions of the administrator’s performance. One of the benefits of using surveys is that the collected information may help the administrator set goals for continuous improvement (i.e., for APP) -- in other words, to provide feedback directly to the Administrator for professional growth and development. Teacher/staff/parent surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Administrators provide access to the teacher/staff survey in the designated window between December 1 and March 1. The survey will be offered every other year beginning in the 2013-2014 school year. The administrator may, at his/her discretion, administer the survey more than once and request to survey in years not required by the system. A new administrator must offer the survey during their first year, regardless of cycle; then adhere to the evaluation system cycle. The administrator will retain sole access to the teacher/staff comments; however, the administrator will provide, if requested, the survey likert scale results to staff and to the evaluator as part of the documentation log. The Survey Summary Form that should be used is located in Part III. The Administrator may also use the Parent Survey located in Part III. This form is optional. The survey questions were developed to directly link to the performance standards and ACPS strategic goals as shown below.
### Performance Standard 1
**Instructional Leadership**

**Survey Items For Performance Standard 1**

1. Models commitment to school improvement and increased student achievement by collaborating with teachers to develop the annual school improvement plan.
2. Analyzes current academic achievement data and uses knowledge of effective instructional practices to motivate, support and challenge educators.
3. Personally holds educators accountable for providing quality education to all students.
4. Encourages educators to reflect on their practices while making helpful and timely recommendations for improvement that will promote increased student performance.
5. Provides, supports and participates in professional development that educators deem relevant, practical and beneficial.

### Performance Standard 2
**School Climate**

**Survey Items For Performance Standard 2**

1. Creates a culture of respect, equality, sensitivity, understanding and appreciation for all members of the school community.
2. Encourages staff, students and parents be appropriate involved in decision making and to take leadership roles within the school community.
3. Works collaboratively with staff to develop and consistently implement an effective school wide behavior management/discipline system that fosters a safe and positive environment for students and staff.
4. Is respected by all members of the school community.
5. Builds and maintains desirable moral among staff while assertively addressing factors/barriers that negatively impact school climate.

### Performance Standard 3
**Human Resources Management**

**Survey Items For Performance Standard 3**

1. Effectively evaluates educators as outlined by the evaluation program, performing comprehensive formative and summative evaluations in a fair and timely manner
2. Provides and oversees a practical, yet hands-on mentoring program for all new educators and those needing additional instructional support.
## Performance Standard 4
### Organizational Management
#### Survey Items For Performance Standard 4

1. Is knowledgeable of and consistently implements public education rules, regulations, and laws, with a focus on those policies and procedures specific to ACPS.
2. Establishes effective daily operations that ensure a safe, secure, efficient and well maintained school.
3. Monitors and enforces the supervision of all students.
4. Effectively manages and ensures the accountability for all funds and resources.
5. Procures and allocates needed materials and equipment in a timely manner that result in a smoothly operating workplace.

## Performance Standard 5
### Communication and Community Relations
#### Survey Items For Performance Standard 5

1. Effectively and continuously communicates a clear and shared vision, along with short and long-term goals for the school with all stakeholders; making the vision the driving force in decision making.
2. Promotes and maintains effective communications and professional relationships with staff, students and parents.
3. Gives constructive criticism to staff members in a manner that is professional, confidential and respectful.
4. Maintains transparency by keeping educators appropriately informed of important communications from the school board, superintendent, and other central office personnel.

## Performance Standard 6
### Professionalism
#### Survey Items For Performance Standard 6

1. Builds relationships based on trust, collaboration, collegiality and mutual respect.
2. Maintains a positive and motivating attitude.
3. Maintains a professional appearance and behavior.
Part III contains the Teacher/Staff Survey. The survey will be available in the form of an on-line survey that asks teachers/staff to report on items they have directly experienced. At the administrator’s discretion, additional questions may be added to the survey. The survey will be offered anonymously to staff.

Goal Setting

One approach to linking student academic progress to administrator performance involves building the capacity for administrators and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. The Administrator Professional Plan is designed to improve student learning. In addition, administrators should set personal professional goals that support student progress and should self-monitor throughout the year to see if their strategies for improving personal performance are effective.

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized using the equation in Figure 8.

Figure 8: Gain Score Equation

<table>
<thead>
<tr>
<th>Student Learning End Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student Learning Beginning Score</td>
</tr>
<tr>
<td>Student Gain Score</td>
</tr>
</tbody>
</table>

Goal Setting Process

Administrators are responsible for setting at least two student academic progress goals that are tied directly to school improvement and improved student academic progress and/or to the
school’s strategic plans that are developed and updated regularly. The evaluator and the administrator meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The administrators and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. Administrator Professional Plan in Part III may be used for developing and accessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, administrators can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the administrator creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 9 depicts these steps.

Figure 9: Goal Setting Process

![Goal Setting Process Diagram]

### Examples of Measures of Student Academic Progress

To be able to measure goal attainment, administrators must identify valid measures of student academic progress appropriate to their school settings. Figure 10 shows suggested focus areas for goal setting that provide measures of student academic progress focused on school improvement.

Figure 10: Examples of Measures of Student Academic Progress

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments

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• Decrease in achievement gaps between and among subgroups on SOL assessments
• Pattern of improvement in advanced pass rates on SOL assessments
• Decrease the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening (PALS) benchmarks for being on track to be proficient in reading by grade 3)
• Decrease achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one.
• Increase the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten.
• Increase the percentage of students making at least one year’s growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three.
• Increase the percentage of elementary students successfully meeting Curriculum-Based Measurement Benchmarks in English/reading, mathematics, science, and history and social science.
• Increase the percentage of K-2 students meeting or exceeding grade-level expectations.
• Increase the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals.
• Increase the percentage of English Language Learners (ELLs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
• Pattern of improvement on formative assessments
• Pattern of increased percentage of first- through third-grade students reading on grade level
• Pattern of increased percentage of middle school students taking high school level courses
• Increase examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
• Pattern of increased percentage of students who receive a high school diploma
• Increase in the number of students enrolled in college-level courses
• Pattern of increased number of students earning college credit while in high school
• Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school.
• Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
• Increase in the number of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
• Reduce the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
• Pattern of increased attainment of advanced diplomas
• Pattern of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
• Percent of students taking the SATs
• Percent increase in minority students taking Advanced Placement/dual enrollment courses
• Increase the number/percent of students involved in one or more extracurricular activities
• Increase the number/percent of students with disabilities meeting their Individualized Education Program (IEP) goals.
Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

**Developing Goals**

Goals should be developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal’s feasibility and worth.

**Figure 11: Acronym for Developing Goals**

<table>
<thead>
<tr>
<th>S</th>
<th>Specific: The goal is focused.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable: An appropriate instrument/measure is selected to assess the goal.</td>
</tr>
<tr>
<td>A</td>
<td>Appropriate: The goal is within the Administrator’s control to effect change.</td>
</tr>
<tr>
<td>R</td>
<td>Realistic: The goal is feasible for the Administrator and/or school.</td>
</tr>
<tr>
<td>T</td>
<td>Time limited: The goal is contained within a single school year.</td>
</tr>
</tbody>
</table>

**Submission of the Goal Setting Form**

Administrators complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year Administrators are responsible for submitting their goals to their evaluator no later than October 1st.

**Midyear Review of Goal**

A midyear review of progress toward the goal is to be held by the evaluator. At the evaluator’s discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held at the beginning of the second semester. It is the evaluator’s responsibility to establish the format and select the time of the review. The midyear goal review may be done in conjunction

**End-of-Year Review of Goal**

By the appropriate date, as determined by the evaluator, each administrator is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. The administrator may find it beneficial to draft the next year’s goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual administrators may extend the due date for the end-of-year reviews in order to include the current year’s data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.
Self-Evaluation

Self-Evaluation is administered as an option or as requested by evaluator. Self-evaluation is a process by which one may judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically. Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help an administrator to target areas for professional development. An optional Administrator Self-Evaluation Form is provided in Part III.

Administrators should conduct a self-evaluation mid-year and end-of-year to see if their strategies for improving performance are effective. Administrators are encouraged, but not required, to share their self-evaluations with their supervisors.

Other Methods for Connecting Student Performance to Evaluation

Figure 12: Guidance for Incorporating Multiple Measures of Student Academic Progress

* When there are not sufficient SGPs to be representative of students in the school, it may be appropriate to use student growth percentiles as one component of the student academic progress standard but at less than 20 percent of the full evaluation, incorporating other validated quantitative measures of growth.

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Application of Student Growth Percentiles</th>
<th>Other Measures of Student Growth and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School and Middle School</td>
<td>20 percent of the total evaluation based on student growth percentiles*</td>
<td>20 percent of the total evaluation based on other measures of student academic progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.</td>
</tr>
<tr>
<td>High School</td>
<td>Not applicable</td>
<td>40 percent of the total evaluation based on measures of student academic progress other than the SGP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.</td>
</tr>
</tbody>
</table>

In addition to student academic progress goals, other measures should be used to connect student performance to administrator evaluation. Taken together, these multiple measures of student academic progress will account for 40 percent of an administrator’s summative evaluation.

RATING ADMINISTRATOR PERFORMANCE
The role of an administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of Administrators. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the division, other division administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from exemplary to unacceptable. The use of the scale enables evaluators to acknowledge effective performance (i.e., exemplary and proficient) and provides two levels of feedback for Administrators not meeting expectations (i.e., needs improvement and unacceptable). The definitions in Figure 13 offer general descriptions of the ratings. Note: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. Administrators are expected to perform at the proficient level.

Figure 13: Definitions of Terms used in Rating Scale

<table>
<thead>
<tr>
<th>Cat.</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Exemplary| The administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress. | Exceptional performance:  
- sustains high performance over the evaluation cycle  
- empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate  
- serves as a role model to others |
<table>
<thead>
<tr>
<th>Cat.</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Proficient   | The administrator meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress. | Effective performance:  
• consistently meets the requirements contained in the job description as expressed in the evaluation criteria  
• engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate  
• demonstrates willingness to learn and apply new skills |
| Needs Improvement | The administrator is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the Administrator’s performance is lacking in a particular area (i.e., needs improvement). The Administrator often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress. | Below acceptable performance:  
• requires support in meeting the standards  
• results in less than expected quality of student academic progress  
• requires Administrator professional growth be jointly identified and planned between the Administrator and evaluator |
| Unacceptable | The administrator consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress. | Ineffective performance:  
• does not meet the requirements contained in the job description as expressed in the evaluation criteria  
• results in minimal student academic progress  
• may contribute to a recommendation for the employee not being considered for continued employment |

**Mid-Year Evaluation**

Administrators will receive a mid-year evaluation to provide systematic feedback prior to the completion of a summative evaluation. Using the multiple data sources discussed previously, the evaluator will complete the *Administrator Mid-Year Performance Report* (see Part III) to indicate if an administrator has shown evidence of each of the performance standards and review of the APP. This form does not include an actual rating of performance. The evaluator should share the results of her or his assessment with the administrator early in the second semester. The Mid-Year Evaluation can also be used as a tool in the Professional Growth and Improvement Plan.

**Summative Evaluation**

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. Administrators will be rated on all seven performance standards using performance appraisal rubrics (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each
performance standard. The scale states the measure of performance expected of administrators and provides a general description of what each rating entails. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

Evaluators make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate an administrator’s performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. The evaluator records the ratings and comments on the *Administrator Summative Performance Report* in Part III. The results of the evaluation must be discussed with the Administrator at a summative evaluation conference.

**Cumulative Summative Rating**

Performance standards 1-6 will each be worth 10 percent of the evaluation, with Standard 7 accounting for 40 percent of the evaluation. Scores will be calculated using the following scale:

- *Exemplary* = 4
- *Proficient* = 3
- *Needs Improvement* = 2
- *Unacceptable* = 1

Figure 14 shows an example of how a cumulative summative rating will be calculated.

<table>
<thead>
<tr>
<th>Administrator Performance Standard</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td><em>Exemplary</em></td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Standard 2</td>
<td><em>Proficient</em></td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 3</td>
<td><em>Proficient</em></td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 4</td>
<td><em>Proficient</em></td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 5</td>
<td><em>Proficient</em></td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 6</td>
<td><em>Exemplary</em></td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Standard 7</td>
<td><em>Exemplary</em></td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

**Cumulative Summative Rating**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative Summative Rating</strong></td>
<td>36</td>
</tr>
</tbody>
</table>

Figure 14: *Example of Weighted Calculations*

The overall summative rating will be judged as *exemplary, proficient, developing/needs improvement,* or *unacceptable* using the following range of scores:
Unacceptable = 10 – 19
Needs Improvement = 20 – 25
Proficient = 26 – 34
Exemplary = 35 – 40

Note: Regardless of the overall total points earned, an administrator who receives three or more needs improvement ratings on individual performance standards will receive an overall rating of needs improvement or unacceptable. Similarly, an administrator who receives one unacceptable rating on a performance standard may receive an overall unacceptable rating.

Request for Review of an "Unacceptable" Rating
The administrator may request a review of the evidence in relation to an unacceptable rating received on a summative evaluation by sending a memo detailing areas of concern and requesting a review of evidence to Human Resources.

**Frequency of Summative Evaluation**

All administrators will be evaluated summatively on an annual basis as prescribed by Alexandria City School’s division policy. Summative evaluations are to be completed no later than June 15. Figure 16 details Alexandria City’s evaluation schedules for all components of the assessment system.

If non-renewal of an administrator is anticipated, the summative evaluation ideally will occur far in advance of the end of the school year. The Administrator should have an opportunity to complete all of the Administrator Growth Plan activities.

The evaluator should submit the signed Administrator Summative Performance Report to the Human Resource Department within 10 calendar days of completing the summative conference.

Figure 15: Evaluation Schedule for Alexandria City Public Schools*

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Task or Document</th>
<th>Responsibility of Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the school year</td>
<td>Administrators conduct self-evaluation</td>
<td>Administrator Self-Evaluation Form</td>
<td>☑</td>
</tr>
<tr>
<td>By October 1</td>
<td>Administrators submit goal setting form</td>
<td>Administrator Professional Plan</td>
<td>☑</td>
</tr>
<tr>
<td>Dec. 1-March 1</td>
<td>Administrators conduct teacher/staff survey</td>
<td>Teacher/Staff Survey Survey Summary Form</td>
<td>☑</td>
</tr>
<tr>
<td>By February 1</td>
<td>Evaluators conduct informal observation/site visit</td>
<td>Observation/Site Visit Form</td>
<td>☑</td>
</tr>
</tbody>
</table>
At beginning of second semester | Evaluators/Administrators conduct midyear review of goal | Mid-Year Review APP Goal Setting Review | ✓ | ✓
--- | --- | --- | --- | ---
Early in second semester | Evaluators complete/share results of interim evaluation with new administrators | Administrator Mid-Year Performance Review | ✓ |
By May 1 | Evaluators review Documentation Log | Documentation Log | ✓ | ✓
By June 15 | Evaluators complete summative evaluation of all administrators | Administrator Summative Performance Report | ✓ |

*Dates provided are meant as a schedule for Alexandria City Public Schools and are not prescribed by the VDOE; dates may be changed based on VDOE regulations or statutes.

### Documentation Records

Documentation records are maintained by both the administrator and the evaluator for the entire evaluation period. If the administrator transfers among locations within Alexandria City Public Schools, the documentation may be forwarded to the receiving site administrator. At the end of an evaluation cycle, the evaluator should retain copies of the Observation/Site Visit Form, Documentation Log Cover Sheet (if used), Administrator Professional Plan, Mid-Year Performance Report, Administrator Summative Performance Report, and Professional Growth and Development Plan (if needed).

### Improving Professional Performance

Supporting administrators is essential to the success of school systems. Many resources are needed to assist administrators in growing professionally. Sometimes additional support is required to help administrators develop so that they can meet the performance standards for their schools.

There are two tools that may be used at the discretion of the evaluator. The first is *Growth Dialogue*, a division-level discussion between the evaluator and the administrator. It is a required process to promote conversation about performance in order to address specific needs. The second is the *Professional Growth & Development Plan* which has a more formal structure and is used for notifying an administrator of performance that requires improvement due to less-than-proficient performance. There is nothing that precludes an administrator from being placed on a Growth Plan in conjunction or as a result of a disciplinary issue. A plan may be initiated without a Growth Dialogue when the plan is derived as a result of a disciplinary action linked to the standards. Figure 16 highlights key differences between the two processes.

**Figure 16: Tools to Increase Growth Professional Performance**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Dialogue</th>
<th>Growth &amp; Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates Process</td>
<td>Evaluator</td>
<td>Evaluator</td>
</tr>
<tr>
<td>For Administrators to benefit from targeted performance deficiency</td>
<td>For Administrators whose work is in the <em>needs improvement</em> or <em>unacceptable</em> categories</td>
<td></td>
</tr>
</tbody>
</table>
Growth Dialogue

The *Growth Dialogue* is initiated by the evaluator at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns.

During the initial conference, both parties share what each will do to support the administrator’s growth and decide when to meet again. To facilitate the improvements, they may choose to complete the optional *Support Dialogue Form* in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and administrator meet again to discuss the impact of the changes. Sample prompts are provided in Figure 17.

**Figure 17: Sample Prompts**

<table>
<thead>
<tr>
<th>Sample Prompts for the Initial Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges have you encountered in addressing ______ (tell specific concern)?</td>
</tr>
<tr>
<td>How have you tried to address the concern of ______ (tell specific concern)?</td>
</tr>
<tr>
<td>What support do you need in order to address your concerns?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Prompts for the Follow-Up Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last time we met, we talked about ______ (tell specific concern). What has gone well?</td>
</tr>
<tr>
<td>What has not gone as well?</td>
</tr>
</tbody>
</table>

The entire *Growth Dialogue* process is intended to be completed in a relatively short time period (for example, within a 30 day period) as it offers targeted support.

When employing the *Growth Dialogue*, the desired outcome would be that the Administrator’s practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Professional Growth and Development Plan*. 

---

**Documentation**

<table>
<thead>
<tr>
<th>Optional Form: Growth Dialogue Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or other record of the discussion/other forms of documentation at the division level</td>
</tr>
</tbody>
</table>

**Outcomes**

| Performance improvement is documented with the Growth Dialogue and no other action is needed |
| In some instances, of little or no progress—the employee may be moved to a *Professional Growth and Development Plan* |

- Sufficient improvement—recommendation to continue employment
- Inadequate improvement, recommendation to continue on *Professional Growth and Development Plan* OR dismiss the employee
Development Plan. Once placed on a Professional Growth and Development Plan the administrator will have 60-90 calendar days to demonstrate that the identified deficiencies have been corrected.

Professional Growth and Development Plan

If an administrator’s performance does not meet the expectations established by ACPS, the administrator will be placed on a Professional Growth and Development Plan. A Professional Growth and Development Plan is designed to support an administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an administrator whose professional practice would benefit from additional support.

Additionally, a Professional Growth and Development Plan is implemented if one of the following scenarios occurs at the end of any data collection period:

- a rating of needs improvement on two or more performance standards; or
- a rating of unacceptable on one or more performance standards or an overall rating of unacceptable.
- any situation or event that requires immediate supervisory attention by the Evaluator or Direct Supervisor.

Implementation of Professional Growth and Development Plan

When an administrator is placed on a Professional Growth and Development Plan, the evaluator must:

a) provide written notification to the administrator of the area(s) of concern that need(s) to be addressed;
b) formulate a Professional Growth and Development Plan in conjunction with the administrator; and
c) review the results of the Professional Growth and Development Plan with the administrator within established timelines.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Professional Growth and Development Plan
Prior to the evaluator making a final recommendation, the evaluator meets with the administrator to review progress made on the *Professional Growth and Development Plan* according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the Administrator is no longer on a *Professional Growth and Development Plan* and is rated *proficient*.

b) Partial improvement has been achieved but more improvement is needed; the Administrator remains on a *Professional Growth and Development Plan* and is rated *needs improvement*.

c) Little or no improvement has been achieved; the administrator is rated *unacceptable*.

When an administrator is rated *unacceptable*, the administrator may be recommended for dismissal. If not dismissed, a new *Professional Growth and Development Plan* will be implemented. Following completion of the *Professional Growth and Development Plan*, if the administrator is rated *unacceptable* a second time, the administrator may be recommended for dismissal.

**Request for Review of an Unacceptable Rating**

The administrator may request a review of the evidence in relation to an *unacceptable* rating received on a Summative Evaluation or, as a result of a *Professional Growth and Development Plan*, in accordance with Alexandria City Public School’s policies and procedures.
PART II: PERFORMANCE STANDARDS
Administrators are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

**Performance Standard 1: Instructional Leadership**
*The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**
*Examples may include, but are not limited to:*

**The Administrator:**
1. Leads the collaborative development of a shared vision for educational improvement and works collaboratively with stakeholders to develop a mission and programs consistent with the division’s strategic plan using Baldrige Approach to strategic planning.
2. Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
3. Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
4. Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
5. Provides teachers with access to research-based resources for the successful implementation of effective instructional strategies.
6. Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
7. Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
8. Provides adequate time and resources and participates in professional development alongside teachers when instructional strategies are being taught for future implementation, demonstrating the importance and evaluates the professional development in light of student academic progress.
9. Monitors implementation and evaluates IEP’s for Students with Disabilities according to local guidelines and state regulations.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Proficient...</em></td>
<td>*<em>The Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</em></td>
<td><strong>The Administrator inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</strong></td>
<td><strong>The Administrator does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</strong></td>
</tr>
<tr>
<td>The administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.</td>
<td><strong>Proficient</strong> is the expected level of performance.</td>
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</tr>
</tbody>
</table>
### Performance Standard 2: School Climate

*The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### Sample Performance Indicators

Examples may include, but are not limited to:

**The Administrator:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The Administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The Administrator does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>The Administrator seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</td>
<td>The Administrator inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
<td></td>
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</tr>
</tbody>
</table>
**Performance Standard 3: Human Resources Management**

The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The Administrator:**

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

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<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The Administrator inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The Administrator inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
</tr>
</tbody>
</table>

The Administrator consistently demonstrates expertise in human resources management, which results in a highly-productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).
Performance Standard 4: Organizational Management

The administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The Administrator:

4.1. Demonstrates and communicates a working knowledge and understanding of ACPS policies and procedures that are based on Virginia public education rules, regulations, and laws.
4.2. Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
4.3. Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
4.4. Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
4.5. Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
4.6. Follows ACPS financial policies and regularly reviews fiscal records to provide fiscal accountability.
4.7. Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.
4.8. School creates effective strategies and staffing to successful implement federal and state requirements for special programs.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td></td>
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<tr>
<td>The Administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</td>
<td>The Administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td>The Administrator inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The Administrator inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
</tbody>
</table>
Performance Standard 5: Communication and Community Relations
The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The Administrator:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.

5.2 Communicates the school education plan goals to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely and effective manner through multiple channels and sources.

5.4 Maintains visibility, accessibility and involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.6 Provides a variety of opportunities for parent and family involvement in school activities.

5.7 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community while advocating for students to influence local, division, and state decisions affecting student learning.

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<thead>
<tr>
<th>Exemplary</th>
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<th>Needs Improvement</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>The Administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td>The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The Administrator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The Administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
</tbody>
</table>

Exemplary
In addition to meeting the requirements for Proficient...

Proficient
Proficient is the expected level of performance.

Needs Improvement

Unacceptable
Performance Standard 6: Professionalism
The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The Administrator:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.

6.3 Maintains a professional appearance, models professional behaviors, uses cultural competency with students, staff and other stakeholders.

6.4 Maintains confidentiality.

6.5 Maintains a positive and forthright attitude.

6.6 Provides leadership in sharing ideas and information with staff and other professionals.

6.7 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.8 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.9 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

<table>
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<tr>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>The Administrator demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).</td>
<td>The Administrator fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
<td>The Administrator is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</td>
<td>The Administrator shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</td>
</tr>
</tbody>
</table>
Performance Standard 7: Student Academic Progress

The administrator’s leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The Administrator:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

Exemplary

In addition to meeting the requirements for Proficient...

Proficient

Proficient is the expected level of performance.

Developing/Needs Improvement

Unacceptable

In addition to meeting the standard, the Administrator’s leadership results in a high level of student academic progress with all populations of learners.

The Administrator’s leadership results in acceptable, measurable, student academic progress based on established standards.

The Administrator’s leadership results in student academic progress that inconsistently meets the established standard.

The Administrator’s leadership consistently results in inadequate student academic progress.
PART III: FORMS

INTRODUCTION

Part III contains copies of forms used during the supervision of Administrators (Figure 18). The evaluator maintains the forms and provides copies to the Administrator. At a minimum, the evaluator retains copies of the completed Observation/Site Visit Form, Documentation Log Cover Sheet (if used), Administrator Professional Plan, Mid-Year Performance Report, Administrator Summative Performance Report, and Professional Growth and Development Plan (if needed).

Figure 18: *Forms used by Alexandria City Public Schools*

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
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<tbody>
<tr>
<td></td>
<td>Evaluator</td>
</tr>
<tr>
<td><strong>Self-Evaluation</strong></td>
<td>Administrator Self-Evaluation Form *</td>
</tr>
<tr>
<td><strong>Observation/Site Visit</strong></td>
<td>Observation/Site Visit Form</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Documentation Log Cover Sheet (optional)</td>
</tr>
<tr>
<td><strong>Surveys</strong></td>
<td>Teacher/Staff Survey</td>
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<td></td>
<td>Survey Summary Form</td>
</tr>
<tr>
<td><strong>Goal Setting</strong></td>
<td>Student Academic Progress Goal Setting Form (combined in the APP)</td>
</tr>
<tr>
<td><strong>Reports</strong></td>
<td>Administrator Formative Assessment Form</td>
</tr>
<tr>
<td></td>
<td>Administrator Mid-Year Performance Report</td>
</tr>
<tr>
<td></td>
<td>Administrator Summative Performance Report</td>
</tr>
<tr>
<td><strong>Improvement</strong></td>
<td>Support Dialogue Form *</td>
</tr>
<tr>
<td></td>
<td>Professional Growth and Development Plan</td>
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</tbody>
</table>

* These are recommended, but not required.
**Administrator Self-Evaluation Form (optional)**

**Directions:** Administrators should use this form at mid-year or annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

**Administrator:** ___________________________ **Date:** __________________

<table>
<thead>
<tr>
<th>1. Instructional Leadership</th>
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<tbody>
<tr>
<td><em>The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</em></td>
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<tr>
<td><strong>Areas of strength:</strong></td>
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<tr>
<td><strong>Areas needing work/strategies for improving performance:</strong></td>
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<tr>
<th>2. School Climate</th>
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<tbody>
<tr>
<td><em>The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</em></td>
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<tr>
<th>3. Human Resources Management</th>
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<tbody>
<tr>
<td><em>The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.</em></td>
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<td><strong>Areas of strength:</strong></td>
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</tr>
<tr>
<td><strong>Areas needing work/strategies for improving performance:</strong></td>
<td></td>
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</tbody>
</table>
4. Organizational Management  
*The administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.*  
**Areas of strength:**  
**Areas needing work/strategies for improving performance:**

5. Communication and Community Relations  
*The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.*  
**Areas of strength:**  
**Areas needing work/strategies for improving performance:**

6. Professionalism  
*The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*  
**Areas of strength:**  
**Areas needing work/strategies for improving performance:**

7. Student Academic Progress  
*The administrator’s leadership results in acceptable, measurable student academic progress based on established standards.*  
**Areas of strength:**  
**Areas needing work/strategies for improving performance:**
Site Visit/Observation Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from observations or site visits. Suggested guiding questions for discussion are included at the bottom of this form.

| Administrator: __________________________ | Date: __________________________ |
| Evaluator: ____________________________ |

1. Instructional Leadership
The Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Comments:

Evidence:

Performance Standard 2: School Climate
The Administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Comments:

Evidence:

Performance Standard 3: Human Resources Management
The Administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Comments:

Evidence:

Performance Standard 4: Organizational Management
The Administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Comments:

Evidence:

Performance Standard 5: Communication and Community Relations
The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Comments:
Evidence:

**Performance Standard 6: Professionalism**
The Administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Comments:

Evidence:

**Performance Standard 7: Student Academic Progress**
The Administrator’s leadership results in acceptable, measurable student academic progress based on established standards.

Comments:

Evidence:

Evaluator’s Signature __________________________________________ Date __________________________

*(please note boxes expand)*

**GUIDING QUESTIONS FOR SITE VISITS and OBSERVATIONS**

**Standard 1: Instructional Leadership**

**Suggested Guiding Questions/Prompts:**

- What opportunities have you created this year for collaboration among teachers?
- How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?
- How do you monitor teachers’ performance and provide constructive feedback to them?
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- How do you involve the expertise of teacher leaders?

**Standard 2: School Climate**

**Suggested Guiding Questions/Prompts:**

- Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.
- What are the strategies you use to nurture and sustain a climate of trust in your school?
- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- What are the internal and external factors that you perceive are affecting your school?
- How have you strived this year to make the school environment more academically rigorous?
Standard 3: Human Resource Management
Suggested Guiding Questions/Prompts:
• Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.
• In what ways do you support the achievements of high-performing teachers?
• How do you ensure new teachers and staff receive the support they need during their first year?
• How do you foster an atmosphere of professional learning among staff?
• What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

Standard 4: Organizational Management
Suggested Guiding Questions/Prompts:
• How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
• What information is used to inform the decisions related to organizational management?
• Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
• What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?

Standard 5: Communication and Community Relations
Suggested Guiding Questions/Prompts:
• How do you engage in open dialogue with multiple stakeholders from the larger school community?
• How do you involve parents and families in student learning?
• How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
• Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

Standard 6: Professionalism
Suggested Guiding Questions/Prompts:
• How do you communicate professional beliefs and values to all stakeholders?
• Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
• What professional learning have you sought out this year?
• In what ways have you observed a change in your role as a school leader and your leadership style?
• In what ways do you take an active role in professional organizations?

Standard 7: Student Academic Progress
Suggested Guiding Questions/Prompts:
• What is the goal setting process in your school for student academic achievement?
• Please give some examples of the goals your school has set this year that are directly associated with student achievement.
• Please explain how interventions are designed and implemented to support student learning.
• What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?
• How do you empower teachers to be truly engaged in improving student success?
### Documentation Log Cover Sheet (optional)

**Directions:** The Administrator should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the Administrator’s practice and process for the evaluator. Items in **BOLD** are required pieces within the documentation log.

**Administrator:**

**School:**

**School Year:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible pieces of Documentation</th>
<th>Documentation Included</th>
</tr>
</thead>
</table>
| **1. Instructional Leadership**  
The Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.  
- School Education plan  
- Vision/mission/core belief statements  
- Leadership/school improvement team agendas  
- Building administrator responsibility chart  
- **Professional goals**  
  - Master schedule  
  - Staff evaluation grid  
  - Student progress monitoring data  
  - Schedules for students in the alternative education program  
  - Project-specific summaries of a goal  
  - Compliance with Standards of Accreditation  
  - Program development  
  - **Professional Development Plan (for school)**  
  - List of school committees and members  
  - Professional Growth Dialogue/Plan examples  
  - Sample of IEP with growth documentation  
| | |
| **2. School Climate**  
The Administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.  
- Reports of discipline, crime and violence  
- Teacher Recognition recommendations (i.e., Harry Burke, Anne Lipnick, Agnes Meyer)  
- Teacher/staff appreciation activities  
- **Self-Reflection Summary of surveys**  
  - Student recognition; student groups/clubs  
  - Roster of Parents attending various meetings offered throughout the school year  
  - School Support Team (SST) documentation  
  - Faculty Council Minutes  
  - Teacher-Leader Mentorships  
  - Nominations of Students for academic or Grant opportunities for Staff or Parents |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible pieces of Documentation</th>
<th>Documentation Included</th>
</tr>
</thead>
</table>
| **3. Human Resources Management**  
*The Administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.* | • Staff evaluation schedule including observation schedule and PLP review meetings  
• Evidence of teachers and staff serving as leaders in the school, school division, and school community  
• Examples of staff walkthroughs and summatives  
• Example of Documentation Log from a staff review  
• Staff recognition program outline  
• Growth Dialogue examples  
• Professional Growth Plans and ongoing documentation  
• Mentor/Mentee assignments and connections  
• Documentation of retention rate in the school  
• Staffing Projection Report | |
| **4. Organizational Management**  
*The Administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.* | • Building schedules  
• Administrator responsibility chart  
• Master schedule and course compliance  
• Facility use log  
• Physical plant and grounds management schedule  
• Annual financial audits  
• Uncollected debts  
• Inventory records  
• Career and Technical Education compliance  
• Special Education compliance  
• Long-range goals  
• Short-range goals | |
| **5. Communication and Community Relations**  
*The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.* | • Faculty meeting agendas  
• Newsletters  
• PTA/PAC/PTO agendas  
• Optional parent/community survey  
• Web site link  
• Completion of annual school safety audit  
• Safety meeting agendas and minutes of meetings  
• Documentation of multi-tiered systems of support  
• School Health Advisory Board agendas and minutes of meetings  
• Media communications  
• Eligibility & IEP meeting agendas and summaries | |
<table>
<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Presentations to civic/community groups (rosters of attendance, fliers, etc.)</td>
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<td></td>
<td>• Community Partnerships</td>
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<td>• Evidence of Volunteers involved in the school</td>
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<tr>
<td></td>
<td>• Anecdotal responses from staff, parents or students</td>
<td></td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>• Staff development activity agendas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Department/grade level meeting documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summary of staff surveys</td>
<td></td>
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<td></td>
<td>• Professional conference attendance</td>
<td></td>
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<tr>
<td></td>
<td>• Professional organization membership</td>
<td></td>
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<tr>
<td></td>
<td>• <strong>PLP professional growth data</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Advancement of Personal Educational Experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence of keeping current with professional practices related to educational issues</td>
<td></td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td>• Analysis of grades for the marking period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence of intervention assignments based on benchmarking data</td>
<td></td>
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<tr>
<td></td>
<td>• Tracking of ongoing benchmarking data (i.e. CRT, SRI, SMI, SPI, PALS, AIMSWEB, AP test, Corrective Reading, KDA, TAG assessments)</td>
<td></td>
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<tr>
<td></td>
<td>• Documentation of meeting to established annual goals (e.g., school improvement plan)</td>
<td></td>
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<tr>
<td></td>
<td>• Student growth percentile data, if available and appropriate</td>
<td></td>
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<tr>
<td></td>
<td>• Sample Progress Reports for students with a disability with data collection linked to that report (mastery of goals)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Data on student achievement from other valid, reliable sources (e.g., pattern of improvement in advanced pass rate on SOL assessments, percent of students taking the SATs, closing the achievement gap between student subgroups, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>PLP student growth data</strong></td>
<td></td>
</tr>
</tbody>
</table>
**ACPS EDUCATOR/STAFF SURVEY**

**Administrator’s Name:** ___________________________  **Date:** __________

**Survey Respondent is:**  □ Teacher/Instructional Staff  □ Support Staff

*Directions: Please respond to each statement fairly to help the Administrator improve his/her performance. If an area is marked with a D or SD, please provide a written explanation. The Administrator will tally the results and share them with his/her immediate supervisor.*

<table>
<thead>
<tr>
<th>THE SCHOOL ADMINISTRATOR…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Cannot Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectively and continuously communicates a clear and shared vision, along with short and long-term goals for the school with all stakeholders; making the vision the driving force in decision making.</td>
<td></td>
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<tr>
<td>2. Analyzes current academic achievement data and uses knowledge of effective instructional practices to motivate, support and challenge educators.</td>
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<td>3. Encourages educators to reflect on their practices while making helpful and timely recommendations for improvement that will promote increased student performance.</td>
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<td>4. Provides, supports and participates in professional development that educators deem relevant, practical and beneficial.</td>
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<tr>
<td>5. Creates a culture of respect, equality, sensitivity, understanding and appreciation for all members of the school community.</td>
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<tr>
<td>6. Collaboratively works with staff to develop and consistently implement an effective school wide behavior management/discipline system that fosters a safe and positive environment for students and staff.</td>
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<tr>
<td>7. Builds and maintains desirable morale among staff, while assertively addressing factors/barriers that negatively impact school climate.</td>
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<tr>
<td>8. Establishes effective daily operations that ensure a safe, secure, efficient and well maintained school.</td>
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<tr>
<td>9. Procures and allocates needed materials and equipment in a timely manner that result in a smoothly operating workplace.</td>
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<tr>
<td>10. Models commitment to school improvement and increased student achievement by collaborating with teachers to develop the annual school improvement plan.</td>
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<td>11.</td>
<td>Gives constructive criticism to staff members in a manner that is professional, confidential and respectful.</td>
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<td>12.</td>
<td>Builds relationships based on trust, collaboration, collegiality and mutual respect.</td>
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<td>13.</td>
<td>Utilizes faculty meetings, team/department meetings and professional development activities to focus on student progress outcomes and strategies for increased student academic progress.</td>
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<td>14.</td>
<td>Demonstrates personal responsibility for school academic achievement.</td>
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</tbody>
</table>

IF your evaluator is not the School Principal or lead Administrator, please insert his/her name here:

____________________________________________

Please provide an overall rating for this Administrator:  □ Acceptable  □ Unacceptable

Provide comments to support your rating:
Survey Summary Form

Administrator’s Name: ____________________________     Date: __________

School: ________________________________     School Year: ____ - ____

Directions: Administrators should tabulate and analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the Administrator’s documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? ____________ %

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:
   A) What did teachers/staff perceive as your major strengths?

      B) What did teachers/staff perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?
## Parent Survey (optional)

<table>
<thead>
<tr>
<th>The School Administrator…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Cannot Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of and assists teachers in implementing effective instructional practices to meet the needs of my child.</td>
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<td>Creates a positive school environment that makes my family feel comfortable, safe and valued</td>
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<td>Selects and maintains high quality instructional and support staff.</td>
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<td>Effectively manages all aspects of the school, which include finances, building management, policies and procedures.</td>
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<tr>
<td>Clearly informs the school community of the academic and behavioral expectations of all children, while welcoming and valuing input from the students, parents and staff.</td>
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<tr>
<td>Models professionalism in appearance, communication and ethical behavior.</td>
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<tr>
<td>Ensures that my child receives an appropriate, quality education that results in measurable academic progress.</td>
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<td>Requires translation</td>
</tr>
</tbody>
</table>

Requires translation
Administrator Professional Plan Form

Directions: This form is a tool to assist administrators in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Administrator: ____________________________

School: ____________________________ School Year: ______________

Evaluator: ____________________________

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)

II. School/Department Goal Section

Baseline Data (What does the current data show?)

☐ Data attached

School/Department Goal Statement (Describe what you want learners/program to accomplish.)

Means for Attaining Goal (Check the standard to which the strategies relate)

☐ 1. Instructional Leadership ☐ 2. School Climate ☐ 3. Human Resources Management
☐ 4. Organizational Management ☐ 5. Communication and Community Relations
☐ 6. Professionalism ☐ 7. Student Academic Progress
III. Professional Learning Goal Section

Baseline Data (What does the current data show?)

☐ Data attached

Professional Learning Goal Statement (Describe the professional learning that will support your professional growth.)

Means for Attaining Goal (Check the standard to which the strategies relate)

☐ 1. Instructional Leadership  ☐ 2. School Climate  ☐ 3. Human Resources Management
☐ 4. Organizational Management  ☐ 5. Communication and Community Relations
☐ 6. Professionalism  ☑ 7. Student Academic Progress

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Measurable By</th>
<th>Target Date</th>
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<tbody>
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IV. Midyear Review (Describe goal progress and other relevant data)

Mid-year review conducted on ___________       Initials ______
Administrator      Evaluator

V. End-of-Year Data Results (Describe goal progress and other relevant data)

☐ Data attached

Initial Goal Submission (due by ___________ to the evaluator)

Administrator’s Signature: ______________________________ Date: __________
Administrator’s Name: __________________________________________________________________________
Evaluator’s Signature: ______________________________ Date: __________
Evaluator’s Name: __________________________________________________________________________
End-of-Year Review

Additional comments:

☐ Appropriate Data Received

Strategies used and data provided demonstrate application of professional growth? ☐ Yes ☐ No

Administrator’s Signature: ________________________________ Date: ________

Administrator’s Name: ____________________________________________

Evaluator’s Signature: ________________________________ Date: __________

Evaluator’s Name: ____________________________________________
Administrator Walkthrough Form

Directions: Use this form to comment on evidence related to the standards from discussions with the Administrator, site visitations, and achievement data, and documentation provided by the Administrator. Primarily an informal or unannounced visit.

Administrator’s Name: ____________________________ Date: _______
Evaluator ____________________________ School Year: ______ - ______

Check Standard Reviewed: Organizational Management ☐  School Climate ☐
Instructional Leadership ☐  Human Resource Management ☐
Student Academic Progress ☐

Evidence of Standard:

Check Standard Reviewed: Organizational Management ☐  School Climate ☐
Instructional Leadership ☐  Human Resource Management ☐
Student Academic Progress ☐

Evidence of Standard:
Administrator Mid-year Performance Report

**Directions:** Evaluators use this form to document evidence toward each performance standard. Evidence can be drawn from school site visits, document log review, and other appropriate sources. In each standard the evaluator should document the Administrator’s level of proficiency as demonstrates, working toward proficiency or not demonstrating growth. **If an Administrator receives a “working to proficiency” or “not demonstrating growth” a comment is recommended.** This form should be shared with the Administrator within 30 days of the visit and maintained by the Administrator during the course of the evaluation cycle to be included in the Documentation Log. Should be used in conjunction with Mid-Year APP review for evaluation of Standard 7 (when applicable).

<table>
<thead>
<tr>
<th>Performance Standard 1: Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
</tr>
<tr>
<td>[ ] Demonstrating proficiency  [ ] Working to proficiency  [ ] No demonstrated growth</td>
</tr>
<tr>
<td>Comment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 2: School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>[ ] Demonstrating proficiency  [ ] Working to proficiency  [ ] No demonstrated growth</td>
</tr>
<tr>
<td>Comment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 3: Human Resources Management</th>
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</thead>
<tbody>
<tr>
<td>The Administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
</tr>
<tr>
<td>[ ] Demonstrating proficiency  [ ] Working to proficiency  [ ] No demonstrated growth</td>
</tr>
<tr>
<td>Comment:</td>
</tr>
</tbody>
</table>
### Performance Standard 4: Organizational Management

The Administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

- [ ] Demonstrating proficiency  
- [ ] Working to proficiency  
- [ ] No demonstrated growth

**Comment:**

### Performance Standard 5: Communication and Community Relations

The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

- [ ] Demonstrating proficiency  
- [ ] Working to proficiency  
- [ ] No demonstrated growth

**Comment:**

### Performance Standard 6: Professionalism

The Administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

- [ ] Demonstrating proficiency  
- [ ] Working to proficiency  
- [ ] No demonstrated growth

**Comment:**

Evaluator’s Signature: __________________________________________

Administrator’s Signature: _______________________________________

Provide comments to support your ratings:
**Administrator Summative Performance Report**

**Directions:** Evaluators use this form prior to provide the Administrator with an assessment of performance. The Administrator should be given a copy of the form at the end of each evaluation cycle.

**Administrator:** ____________________________  **School Year(s):** _________

**School:** _________________________________

<table>
<thead>
<tr>
<th>Performance Standard 1: Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
</tr>
</tbody>
</table>

The Administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.

The Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

The Administrator inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

The Administrator does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

**Comments:**
### Performance Standard 2: School Climate

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The Administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The Administrator inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
<td>The Administrator does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>The Administrator seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</td>
<td>Proficient is the expected level of performance.</td>
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</table>

Comments:

### Performance Standard 3: Human Resources Management

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The Administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>The Administrator inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The Administrator inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
</tr>
<tr>
<td>The Administrator consistently demonstrates expertise in human resources management, which results in a highly-productive workforce (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).</td>
<td>Proficient is the expected level of performance.</td>
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Comments:
### Performance Standard 4: Organizational Management

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</td>
<td>The Administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td>The Administrator inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The Administrator inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
</tbody>
</table>

**Comments:**

### Performance Standard 5: Communication and Community Relations

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td>The Administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The Administrator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The Administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
</tbody>
</table>

**Comments:**
### Performance Standard 6: Professionalism

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Administrator demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).</td>
<td>The Administrator fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
<td>The Administrator is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</td>
<td>The Administrator shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</td>
</tr>
</tbody>
</table>

**Comments:**

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### Performance Standard 7: Student Academic Progress

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the Administrator’s leadership results in a high level of student academic progress with all populations of learners.</td>
<td>The Administrator’s leadership results in acceptable, measurable, student academic progress based on established standards.</td>
<td>The Administrator’s leadership results in student academic progress that inconsistently meets the established standard.</td>
<td>The Administrator’s leadership consistently results in inadequate student academic progress.</td>
</tr>
</tbody>
</table>

**Comments:**

---
Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):

Include comments here

☐ Exemplary

☐ Proficient

☐ Developing/Needs Improvement

☐ Unacceptable

☐ Recommended for placement on a Professional Growth and Development Plan. (One or more standards are Unacceptable, or two or more standards are Needs Improvement.)

Commendations:

Areas Noted for Improvement:

Administrator Improvement Goals:

Evaluator’s Name
Evaluator’s Signature
Date
Superintendent’s Name
Superintendent’s Signature
Date

Administrator’s Name
Principal’s Signature (Principal’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
Date
Support Dialogue Form (optional)

Directions: Administrators and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Administrator’s Name: __________________________________________________________

Administrator’s Signature: __________________________ Date: ________________

Evaluator’s Name: __________________________________________________________

Evaluator’s Signature: __________________________ Date: ________________
**Professional Growth and Development Plan**
(Required for an administrator placed on a Performance Improvement Plan)

Administrator: ___________________________ School: ___________________________

Evaluator: ___________________________ School Year: ___________________________

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Resources/Assistance Provided; Activities to be Completed by the Employee</th>
<th>Target Dates</th>
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The principal’s signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Principal’s Name: ________________________________________________________________
Principal’s Signature: ___________________________ Date Initiated: __________________

Evaluator’s Name: _______________________________________________________________
Evaluator’s Signature: ___________________________ Date Initiated: __________________
Results of Performance Improvement Plan

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Comments</th>
<th>Review Dates</th>
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</thead>
<tbody>
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</table>

**Final recommendation based on outcome of Performance Improvement Plan:**

☐ The performance deficiencies have been satisfactorily corrected: The Administrator is no longer on a Performance Improvement Plan.

☐ The deficiencies were not corrected. The Administrator is recommended for dismissal.

Administrator’s Name: ____________________________________________________________

Administrator’s Signature: ___________________________ Date Reviewed: _________

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator’s Name: __________________________________________________________

Evaluator’s Signature: ___________________________ Date Reviewed: _________

---

*a These sections are to be completed collaboratively by the evaluator and the principal. Pages may be added, if needed.*
REFERENCES


ENDNOTES