

Pendleton School District
PERFORMANCE SUMMARY DATA
 2015-16

Building Administrator Evaluation Summary Data*

PERFORMANCE EVALUATION CYCLE – All educational leaders will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, performance reviews, staff survey results, observations of professional practice and a written evaluation. The expectation for performance, set by the District, is that an educational leader will perform at a minimum of the “Accomplished” level. Any areas where the leader performs at the “Basic” level will be targeted areas for goal setting. Any areas marked as “Developing” level or below will be required areas for targeted goal setting and/or a Program of Assistance for Improvement.

Professional Practice & Responsibilities:	Developing (1)	Basic (2)	Accomplished (3)	Distinguished (4)
Standard 1 Visionary Leadership			7	2
Standard 2 Instructional Improvement			7	2
Standard 3 Effective Management			5	4
Standard 4 Inclusive Practice			6	3
Standard 5 Ethical Leadership		1	2	6
Standard 6 Socio-Political Context			5	4

* 2 Evaluations were incomplete or not recorded

Teacher Evaluation Summary Data

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Number of Staff with Summative Rating Level
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	0
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	3
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	125
Exemplary	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	42