

Administrative Evaluation Policy 1.0720.01

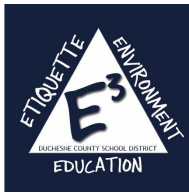
Current Policy	Proposed Change
<p>1.0720.01</p> <p><i>EVALUATION</i></p> <p><i>Issue date: 4/25/96 BLB</i></p> <p>The Superintendent may annually make a written evaluation of administrative personnel. In the Superintendent's sole discretion, evaluations may be made on a more frequent basis. A copy of the evaluation instrument shall be provided to the Administrator.</p>	<p>None</p>



Administrator PEER Proficiency Scale

Environment & Etiquette

	Environment	Etiquette
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Always places students at the center of decision making. (5.4) <input type="checkbox"/> Thriving culture where each student is known, accepted, valued, trusted, and respected. (7.1) <input type="checkbox"/> Ensures equitable access and support for all learning needs. (7.2) <input type="checkbox"/> Promotes and improves the welfare and safety of all by following policy, establishing procedures, and completing drills on time. (3.4) <input type="checkbox"/> Builds a thriving culture where students feel safe to inquire, experiment, and innovate. (6.5) 	<p style="text-align: center;"><u>Always with all stakeholders:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts ethically and professionally. (5.1) <input type="checkbox"/> Models and promotes integrity, fairness, transparency, and trust. (5.2) <input type="checkbox"/> Demonstrates an approachable and welcoming disposition. (4.1) <input type="checkbox"/> Creates and sustains positive relationships. (4.2)
Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Usually places students at the center of decision making. (5.4) <input type="checkbox"/> Supports a culture where most students are known, accepted, valued, trusted, and respected. (7.1) <input type="checkbox"/> Ensures equitable access for most learning needs. (7.2) <input type="checkbox"/> Promotes and protects the welfare and safety of all by completing drills and establishing procedures. (3.4) <input type="checkbox"/> Supports a culture where students feel safe to inquire, experiment, and innovate. (6.5) 	<p style="text-align: center;"><u>Consistently with most stakeholders:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts ethically and professionally. (5.1) <input type="checkbox"/> Models and promotes integrity, fairness, transparency, and trust. (5.2) <input type="checkbox"/> Demonstrates an approachable and welcoming disposition. (4.1) <input type="checkbox"/> Creates and sustains positive relationships. (4.2)
Minimally-Emerging Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes place students at the center of decision making. (5.4) <input type="checkbox"/> Supports a culture where some students are known, accepted, valued, trusted, and respected. (7.1) <input type="checkbox"/> Ensures equitable access for some learning needs. (7.2) <input type="checkbox"/> Protect the welfare and safety of all by completing some drills and establishing some procedures. (3.4) <input type="checkbox"/> Allows a culture where many students do NOT feel safe to inquire, experiment, and innovate. (6.5) 	<p style="text-align: center;"><u>Selectively:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts ethically and professionally. (5.1) <input type="checkbox"/> Models and promotes integrity, fairness, transparency, and trust. (5.2) <input type="checkbox"/> Demonstrates an approachable and welcoming disposition. (4.1) <input type="checkbox"/> Creates and sustains positive relationships. (4.2)
Not Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Apathetic or supportive of a toxic culture. <input type="checkbox"/> Apathetic or supportive of an unsafe environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to act ethically and professionally. <input type="checkbox"/> Apathetic toward toxic relationships.



Administrator PEER Proficiency Scale

Education

	Goals & Plans	Instructional Leader	PLCs
Highly Effective	<input type="checkbox"/> Uses data to identify goals and clearly communicate to all stakeholders. (1.2) <input type="checkbox"/> Implements plans to achieve goals. (1.3) <input type="checkbox"/> Evaluates progress toward goals and revises plans to reach goals. (1.5)	<input type="checkbox"/> Ensures instructional practices are engaging, challenging, and relevant. (2.6) <input type="checkbox"/> Delivers timely, actionable, in-person feedback about instruction and other practices. (6.2) <input type="checkbox"/> Completes all evaluations and suggested observations using the ObserverTab tool. (6.2)	<u>PLC Teams consistently and effectively:</u> <input type="checkbox"/> Maintain a culture of trust, collaboration, and sharing. (2.2) <input type="checkbox"/> Use individual student data to identify achievement levels. (2.2) <input type="checkbox"/> Deliver high quality interventions & extensions. (2.2) <input type="checkbox"/> Provide evidence of increased levels of student learning and growth for each learning cycle. (2.2)
Effective	<input type="checkbox"/> Uses data to identify goals. (1.2) <input type="checkbox"/> Implements plans to achieve goals. (1.3) <input type="checkbox"/> Evaluates progress toward goals and revises plans to reach goals. (1.5)	<input type="checkbox"/> Ensures instructional practices are engaging and relevant. (2.6) <input type="checkbox"/> Gives feedback routinely, usually in-person. (6.2) <input type="checkbox"/> Completes all evaluations and most of the suggested observations using the ObserverTab tool. (6.2)	<u>PLC Teams are executing a plan to:</u> <input type="checkbox"/> Build a culture of trust, collaboration, and sharing. (2.2) <input type="checkbox"/> Increase the use of individual student data to identify achievement levels. (2.2) <input type="checkbox"/> Deliver high quality interventions & extensions. (2.2) <input type="checkbox"/> Provide evidence of increased levels of student learning and growth each learning cycle. (2.2)
Minimally-Emerging Effective	<input type="checkbox"/> Uses minimal data to write goals. (1.2) <input type="checkbox"/> Did not follow through with implementing plans. (1.3) <input type="checkbox"/> Weak evaluation of goals and revision of plans. (1.5)	<input type="checkbox"/> Oversees instruction that lacks engagement or relevance. (2.6) <input type="checkbox"/> Gives feedback sporadically without meeting in-person. (6.2) <input type="checkbox"/> Completes most evaluations and some of the suggested observations using the ObserverTab tool. (6.2)	<u>PLC Teams are developing a plan to:</u> <input type="checkbox"/> Build a culture of trust, collaboration, and sharing. (2.2) <input type="checkbox"/> Increase the use of individual student data to identify achievement levels. (2.2) <input type="checkbox"/> Deliver high quality interventions & extensions. (2.2) <input type="checkbox"/> Provide evidence of increased levels of student learning and growth each learning cycle. (2.2)
Not Effective	<input type="checkbox"/> No goals/direction. <input type="checkbox"/> No progress of improvement.	<input type="checkbox"/> No instructional feedback. <input type="checkbox"/> Completes few evaluations and observations.	<input type="checkbox"/> Toxic PLC culture. <input type="checkbox"/> No interventions/extensions. <input type="checkbox"/> No student learning growth.