Administrative Evaluation Procedures

Sheridan School District
Sheridan, OR

(Proposed 6/19/2013)

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ADMINISTRATIVE EVALUATION

Fall
- Meet with Supervisor to discussion vision and goals
- Create Performance Goals and Action Plan
  - Performance Goals should be stated in **SMART** form (**S**pecific and **S**trategic; **M**easurable; **A**ction-oriented; **R**igorous, **R**ealistic and **R**esults-focused; **T**imed and **T**racked. (Complete a separate form for each goal)

Winter
- Begin compiling data on target areas
- Midyear performance review with supervisor
- Performance Goals and Action Plan-Progress Report

Spring
- Staff Survey is administered
- Educational leader's self-evaluation, including analysis of staff survey results – review with supervisor
- Final conference with supervisor – During this conference the educational leader will bring artifacts to support goal progress
- Supervisor completes evaluation form

PERFORMANCE EVALUATION CYCLE – All educational leaders will be evaluated annually. Each performance evaluation cycle will include goal setting, self evaluation, performance reviews, staff survey results, 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.

STUDENT GROWTH GOALS – Educational leaders will establish at least two student growth goals as evidence of the educational leader's contribution to school-wide student learning and growth. At least one goal must come from category 1 on the following table.

Types of Measures for Student Learning and Growth for Educational leader Evaluations

Category	Types of Measures	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Other school-wide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB tests, dual enrollment, college remediation rates), college and career readiness measures, and other measures of student learning and growth

Student growth goals and measures should align with Achievement Compact indicators where applicable:
- Grade 3 proficiency in reading and grade 5 proficiency in math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 6 on-track, as measured by rates of chronic absenteeism;
- Grade 8 math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism;
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment;
- Four-year cohort graduation and five-year completion rates; and
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

From the Oregon Framework for Teacher and Educational leader Evaluation and Support Systems, July, 2012

PROGRAM OF ASSISTANCE FOR IMPROVEMENT –Plan which is developed by the educational leader and his/her direct supervisor and, where appropriate, in concert with Assistant Superintendent. The plan must define specific deficiencies, specific actions to be taken by the educational leader, specific resources and assistance to be provided, appropriate monitoring and assessment of progress, designated timelines, and clear notice that failure to improve will result in non-extension or dismissal. If progress has been made but not all standards are consistently met by the designated timeline, then a new, revised, or extended Program of Assistance for improvement may be written. A Program of Assistance for Improvement may be extended in order for the educational leader to demonstrate consistent performance.

DISMISSAL procedures are defined in ORS 342.805 – 342-937 Fair Dismissal.
The Superintendent recommends to the Board approval of each educational leader's employment status. A recommendation is made by March 15. After a probationary period of three years, an educational leader will be granted contract status if they meet or exceed the performance standards expected of Sheridan School District educational leaders. In cases where a Plan of Assistance for Improvement has been implemented, a decision to dismiss may be made at the end of the plan.

Sheridan School District
Educational Leadership Standards

STANDARD 1 – Visionary Leadership
The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

 A. The educational leader collaboratively develops and implements a shared vision and mission.
 B. The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.
 C. The educational leader creates and implements plans to achieve goals.
 D. The educational leader promotes continuous and sustainable improvement.
 E. The educational leader monitors and evaluates progress and revises plans accordingly.

STANDARD 2 – Instructional Improvement
The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

 A. The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.
 B. The educational leader ensures the development of assessment and accountability systems to monitor student progress.
 C. The educational leader develops the instructional and leadership capacity of staff.
 D. The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.
 E. The educational leader monitors and evaluates the impact of instruction.

STANDARD 3 – Effective Management
The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

 A. The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.
 B. The educational leader promotes and protects the welfare and safety of students and staff.
 C. The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.

STANDARD 4 – Inclusive Practice
The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

   A. The educational leader collects and analyzes data pertinent to student equity and achievement gaps.
   B. The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.
   C. The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.

STANDARD 5 – Ethical Leadership
The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

   A. The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect.
   B. The educational leader demonstrates behaviors that are honest, transparent and consistent.
   C. The educational leader ensures a system of accountability for every student's academic and social success.

STANDARD 6 – Socio-Political Context
The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

   A. The educational leader advocates for children and families.
   B. The educational leader acts to influence local, district, state and national decisions affecting student learning.
   C. The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.

Multiple Measures Aligned to Educational Leadership/Educational leader Standards (ISLLC) for Educational leader Evaluations

MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/EDUCATIONAL LEADER STANDARDS					
Evaluation of an educational leader's performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
(A) Professional Practice *Evidence of school leadership practices, teacher effectiveness, and organizational conditions.*	**a. Observation of Leadership Practice:** *Evaluator's observation, documentation and feedback on an educational leader's leadership practices; both formal and informal* **b. Examination of Artifacts** *Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback*					
(B) Professional Responsibilities *Evidence of educational leader's progress toward their own professional goals and contribution to school wide and district goals.*				*Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback*		
(C) Student Learning and Growth *Evidence of educational leaders' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.*	Educational leaders will establish at least two student learning and growth goals and select measures from the categories below. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Other school-wide or district-wide measures One goal must include evidence from state assessments (i.e., building-level data in reading and math, including all subgroups) from Category 1.					

From the Oregon Framework for Teacher and Educational leader Evaluation and Support Systems, July, 2012

STANDARD 1 – Visionary Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

SSD LEADERSHIP STANDARDS	Does Not Meet Standards (1)	Developing Proficiency Toward (2)	Proficiency Toward Standard (3)	Exceeds Standards (4)
A. Collaboratively develops and implements a shared vision and mission	The vision or mission for the school and what the school stands for is not fully developed.	The majority of staff and students understand the vision and mission of the school	All staff and students understand the vision and mission of the school. The vision and mission guide school practices.	Characteristics and qualities of the school's mission and vision are highly evident throughout the school community. The vision and mission drive school practices.
B. Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning	Inconsistently uses data to assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals. Decisions are not always data-driven.	Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses, and empowers others in the use of data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals as evidenced by student achievement.
C. Creates and implements plans to achieve goals	Staff have little understanding of goals or effective methods or activities to achieve them.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood by most staff.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood and implemented by all staff.	School and staff goals are communicated effectively and staff are motivated and empowered to implement methods and activities to achieve goals.
D. Promote continuous and sustainable improvement	Does not develop effective plans and processes for implementing the vision.	Develops plans and processes for implementing the vision by doing some of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources amongst shared leadership within a highly motivated staff.
E. Monitors and evaluates progress and revises plans accordingly	Does not use multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Uses multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Consistently uses multiple data sources to evaluate educator and school performance. Regularly provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Engages staff in consistently uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated data and a comprehensive diagnosis leading to a results-orientated strategic plan.

STANDARD 2 – Instructional Improvement

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

SSD LEADERSHIP STANDARDS	Does Not Meet Standards (1)	Developing Proficiency Toward (2)	Proficiency Toward Standard (3)	Exceeds Standards (4)
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations	Does not foster an atmosphere of trust and is unapproachable. Has inconsistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistently high expectations for staff and student performance.	Models collaboration. Fosters an atmosphere of trust and is approachable by staff and students. Staff and students feel safe to take learning risks. Staff and students have consistently high expectations for their performance.
B. Ensures the development of assessment and accountability systems to monitor student progress	Inconsistently supports the PLC process and often uses the PLC time for other needs.	Promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics, as evidenced by student achievement.
C. Develops the instructional and leadership capacity of staff	Inconsistently supports professional development and leadership opportunities. Professional development is unconnected to student or staff needs. PLC meetings are not effective, norms and protocols are not consistently followed.	Collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities.	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and empowers teachers to pursue leadership opportunities.
D. Promotes the use of the most effective and appropriate technologies to support teaching and learning	Inconsistently provides training on the use of technologies for the improvement of instruction. Does not model the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Is an example of the effective use of technology and best practices as reflected in staff meetings, observations and conversations.
E. Monitors and evaluates the impact of instruction	Inconsistently monitors the quality, fidelity, and rigor of instructional practices.	Monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices.

STANDARD 3 – Effective Management

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

SSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources	Resource allocations may not align with the vision for the school. Resources are not used effectively and responsibly.	Resource allocations are aligned with the vision for the school. Resources are used effectively and responsibly.	Resource allocations are prioritized to align with the school's vision. Resources are efficiently and responsibly used. The educational leader is innovative in obtaining additional resources.	Resource allocations and expenditures enhance and promote the school's vision. The educational leader builds and promotes staff capacity to obtain additional resources which directly impact student achievement.
B. Promotes and protects the welfare and safety of students and staff	Communicates safety and behavior expectations inconsistently to staff and students.	Clearly communicates safety and behavior expectations to staff and students. Reinforces expectations.	Clearly and consistently communicates safety and behavior expectations to staff and students. Creates systems to reinforce expectations.	Clearly communicates and collaborates with staff and students in establishing building safety plans and behavior guidelines that promote student achievement. Staff and students can articulate the importance of expectations.
C. Ensures teacher and organizational time is focused to support quality instruction and student learning	Instructional time for core content varies from classroom to classroom.	Instructional time for core content is consistent from classroom to classroom.	Ensures that instructional time is focused and protected to support quality, intensity and student learning.	Ensures that all teacher and instructional time is focused and protected to support quality instruction and student learning. Engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.

STANDARD 4 – Inclusive Practice

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

SSD LEADERSHIP STANDARDS	Does Not Meet Standards (1)	Developing Proficiency Toward (2)	Proficiency Toward Standard (3)	Exceeds Standards (4)
A. Collects and analyzes data pertinent to student equity and achievement gaps	Uses data resources which do not represent the full picture of school performance and does not analyze the data accurately.	Identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately. The results have a direct impact on student achievement.
B. Understands and integrates the community's diverse cultural, social and intellectual resources	Misunderstands and/or inconsistently integrates the community's diverse cultural, social and intellectual resources.	Understands and integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently includes staff and students in integrating the community's diverse cultural, social and intellectual resources.
C. Builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.	Rarely visible to the public, staff and students. No partnerships exist to support students and staff. Leader is unresponsive to stakeholder needs and does not involve them in school decision making.	Visible to the public, staff and students. Partnerships exist to support students and staff. Leader is responsive to stakeholder needs and involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs and consistently involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs. Proactively seeks community partnerships that effect student achievement and school decision-making.

STANDARD 5 – Ethical Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

SSD LEADERSHIP STANDARDS	Does Not Meet Standards (1)	Developing Proficiency Toward (2)	Proficiency Toward Standard (3)	Exceeds Standards (4)
A. Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	Occasionally engages in unprofessional behavior.	Maintains appropriate confidentiality and integrity.	Maintains a professional demeanor, demonstrates integrity, models ethical behavior, and contributes to the profession.	Is a role model who consistently demonstrates integrity, fairness, and ethical behavior; proactively contributes to the development of others and provides service to the profession.
B. Demonstrates behaviors that are honest, transparent and consistent	Lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally exercises sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably exercises sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and has the same expectations for staff.	Is a model of sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Has the same expectations for staff.
C. Ensures a system of accountability for every student's academic and social success	Supports staff and families to identify student needs and necessary support systems resulting in minimal success.	Works with staff and families to identify student needs and necessary support systems, resulting in student success.	Models the identification of each student's academic, social, emotional and behavioral needs. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in student success.	Models the identification of each student's academic, social, emotional and behavioral needs. Empowers staff, students and families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in high levels of student achievement.

STANDARD 6 – Socio-Political Context

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

SSD LEADERSHIP STANDARDS	Does Not Meet Standards (1)	Developing Proficiency Toward (2)	Proficiency Toward Standard (3)	Exceeds Standards (4)
A. Advocates for children and families	Advocates for children and families with inconsistent results.	Advocates for children and families resulting in some student successes	Models advocacy for children, families resulting in student successes.	Empowers staff, children, families to advocate for themselves resulting in high levels of student achievement.
B. Acts to influence local, district, state and national decisions affecting student learning	Attends to local factors (within the school or district) that influence student success.	Attends to local factors (within the school and district) that influence student success, and is aware of larger political, social or economic context.	Attends to and takes an active role in political, social, economic, legal and cultural factors and their influence on school and student success.	Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.
C. Accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies	Is aware of emerging trends but does not adjust leadership strategies accordingly.	Is aware of emerging trends and makes attempts to adjust leadership strategies accordingly.	Has a complete understanding of emerging trends and is able to successfully adapt leadership strategies to maximize effects on student learning.	Has an in-depth understanding of emerging trends and is able to effectively adapt leadership strategies. Is a catalyst for positive change in the district.

SSD GOALS PROCESS TEMPLATE FOR ADMINISTRATORS

Administrator	
Assignment	
Building	
Supervisor	

Initial Conference	**Content** The goal is being written around which grade/subject/level/identified performance area?	
	Context How was this goal selected (by whom and to meet what specific outcome)?	
	Baseline Data What are the leadership needs and who are the stakeholders? Attach supporting data.	
	Growth Goal Statement #1 (Written in **SMART** format)	
	Strategies for Improvement How will I attain this goal? Provide specific actions that will lead to goal attainment.	
	Content The goal is being written around which grade/subject/level/identified performance area?	
	Context How was this goal selected (by whom and to meet what specific outcome)?	
	Baseline Data What are the leadership needs and who are the stakeholders? Attach supporting data.	
	Growth Goal Statement #2 (Written in **SMART** format)	
	Strategies for Improvement How will I attain this goal? Provide specific actions that will lead to goal attainment.	

Administrator Signature:	Date:	Supervisor Signature:	Date:

Mid-Year Review	**Collaborative Mid-Year Data Review** What progress has been made? Attach supporting data.	
	Strategy Modification What adjustments need to be made to my strategies?	

Administrator Signature:	Date:	Supervisor Signature:	Date:

Evaluation Conference	**End-of-Year Data Goal #1** What does the end of the year data show? Attach data.	
	Reflection on Results Overall, what worked, or what should be refined?	
	Professional Growth Plan Implications How can I use the results to support my professional growth?	

Administrator Signature:	Date:	Supervisor Signature:	Date:

Evaluation Conference	**End-of-Year Data Goal #2** What does the end of the year data show? Attach data.	
	Reflection on Results Overall, what worked, or what should be refined?	
	Professional Growth Plan Implications How can I use the results to support my professional growth?	

Administrator Signature:	Date:	Supervisor Signature:	Date:

Sheridan School District Administrative Evaluation Form

This survey is designed for you to rate your principal on each of the SSD Leadership Performance Standards.
For each of the following statements, circle the response that most accurately describes your perceptions about the principal in your school.
1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; NA = No basis for evaluation

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

The educational leader collaboratively develops and implements a shared vision and mission.	1	2	3	4	NA
The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.	1	2	3	4	NA
The educational leader creates and implements plans to achieve goals.	1	2	3	4	NA
The educational leader promotes continuous and sustainable improvement.	1	2	3	4	NA
The educational leader monitors and evaluates progress and revises plans accordingly.	1	2	3	4	NA

Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.	1	2	3	4	NA
The educational leader ensures the development of assessment and accountability systems to monitor student progress.	1	2	3	4	NA
The educational leader develops the instructional and leadership capacity of staff.	1	2	3	4	NA
The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.	1	2	3	4	NA
The educational leader monitors and evaluates the impact of instruction.	1	2	3	4	NA

Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.	1	2	3	4	NA
The educational leader promotes and protects the welfare and safety of students and staff.	1	2	3	4	NA
The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.	1	2	3	4	NA

Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

The educational leader collects and analyzes data pertinent to student equity and achievement gaps.	1	2	3	4	NA
The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.	1	2	3	4	NA
The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.	1	2	3	4	NA

Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.

The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	1	2	3	4	NA
The educational leader demonstrates behaviors that are honest, transparent and consistent.	1	2	3	4	NA
The educational leader ensures a system of accountability for every student's academic and social success.	1	2	3	4	NA

Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The educational leader advocates for children and families.	1	2	3	4	NA
The educational leader acts to influence local, district, state and national decisions affecting student learning.	1	2	3	4	NA
The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.	1	2	3	4	NA

Sheridan School District Educational Leader Self-Evaluation Form

This survey is designed for you to rate yourself in each of the SSD leadership performance standards. The results of this evaluation will be discussed with your supervisor at your final evaluation and will be used as one piece of evidence in guiding your professional development.

Reflect on each statement and rate yourself (*Developing, Basic, Accomplished* or *Distinguished*) based on the SSD Leadership Performance Standard Rubric.

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Guiding Statement	Rating
Do I collaboratively develop and implement a shared vision and mission?	
Do I collect and use data to identify goals, assess organizational effectiveness and promote organizational learning?	
Do I create and implement plans to achieve goals?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Guiding Statement	Rating
Do I nurture and sustain a culture of collaboration, trust, learning and high expectations?	
Do I ensure the development of assessment and accountability systems to monitor student progress?	
Do I develop the instructional and leadership capacity of staff?	
Do I promote the use of the most effective and appropriate technologies to support teaching and learning?	
Do I monitor and evaluate the impact of instruction?	

Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Guiding Statement	Rating
Do I obtain, allocate, align and efficiently use human, fiscal and technological resources?	
Do I promote and protect the welfare and safety of students and staff?	
Do I ensure teacher and organizational time is focused to support quality instruction and student learning?	

Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Guiding Statement	Rating
Do I collect and analyze data pertinent to student equity and achievement gaps?	
Do I understand and integrate the community's diverse cultural, social and intellectual resources?	
Do I build and sustain positive and productive relationships with all stakeholders and involve them in school decision making processes?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.

Guiding Statement	Rating
Do I demonstrate respect for the rights of others with regard to confidentiality and dignity and engage in honest interaction to promote such respect?	
Do I demonstrate behaviors that are honest, transparent and consistent?	
Do I ensure a system of accountability for every student's academic and social success?	

Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Guiding Statement	Rating
Do I advocate for children and families?	
Do I act to influence local, district, state and national decisions affecting student learning?	
Do I access, analyze and anticipate emerging trends and initiatives in order to adapt my leadership strategies?	

Areas for professional growth:

LEADERSHIP PERFORMANCE SUMMARY

Educational leader:

Professional Practice & Responsibilities:	Does Not Meet (1)	Developing Proficiency (2)	Proficient (3)	Exceeds (4)
Standard 1 Visionary Leadership				
Standard 2 Instructional Improvement				
Standard 3 Effective Management				
Standard 4 Inclusive Practice				
Standard 5 Ethical Leadership				
Standard 6 Socio-Political Context				
TOTAL SCORE (24 pts. possible weighted @ 80%)				

The educational leader will receive an overall rating for each standard. The individual strands for each standard will guide professional development.

Educational leader's Goals:

Learning Impact (Student Learning & Growth):	Does Not Meet (4)	Developing Proficiency (8)	Proficient (12)	Exceeds (16)
Evidence of educational leaders' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.	**Does not meet the learning goal.**	**Nearly meets the learning goal.**	**Meets the learning goal.**	**Exceeds the learning goal.**
TOTAL SCORE (16 points possible weighted @ 20%)				

Summary of Goal Progress:

OVERALL SCORE:	Does Not Meet (19 & Below)	Developing Proficiency (20-29)	Proficient (30-35)	Exceeds (36-40)

Significant Achievements:

Focus Areas for Growth:

_____   _____

Supervisor   Date   Educational leader   Date

Signatures above indicate the content of this evaluation was shared with the Educational leader.

Quarterly Coach Session

Administrator: Probationary: A: ☐ B: ☐   C:

School: Date:

G:	Goal Progress

R:	Reality Check (how is it going for you?)

O.	Options for Action

W.	Will (what will you and I do next?)

Directed Performance Goal Setting Form

Administrator: _____ Probationary: 1: ☐ 2: ☐ 3: ☐ Contract: ☐

School: _____ Date: _____ Supervisor: _____

Time Frame of *Directed Goals:* Start Date: _____ End Date: _____

Goal Plan based on: ___ Administrator Request ____ Observation ___ Evaluation ___ Other

Performance Goal: (List area(s) of targeted growth or noted deficiency including number and narrative for each Standard and Performance Target.) Provide detailed evidence supporting each target.

EXPECTATIONS: Describe what successful completion will look like by identifying proposed evidence of goal success, progress, and completion.

ASSISTANCE To Be Provided: Identify types of administrative and/or district support, meeting times, potential strategies or activities designed to successfully complete the goals.

TIMELINE: Identify starting/ending dates, date of status report and date of summative evaluation if appropriate.

_____ _____ _____
Administrator   Supervisor   Date

Administrator: _____   Probationary: 1: ☐   2: ☐   3: ☐   Contract: ☐

School: _____   Date: _____   Supervisor: _____

Time Frame of **Directed Goals:**   Start Date: _____   End Date: _____

Goal Plan based on: ___ Administrator Request ____ Observation ___ Evaluation ___ Other

Performance Goal: (List area(s) of targeted growth or noted deficiency including number and narrative for each Standard and Performance Target.) Beneath each Performance Target describe the administrator's PROGRESS.

PROGRESS: For each Performance goal describe level of successful completion: (**Met, Substantially Met, Partially Met, Not Met**)

NEXT STEPS:

_____ Modify & continue Directed Goals (attach modify goals & timeline or set meeting to discuss new goals)

_____ **Plan for Improvement** (set meeting time to discuss Plan or attach **Plan for Improvement** & timeline)

_____ Observations and feedback as needed to monitor maintenance of achieved goals.

_____ Other (describe): _____

TIMELINE: Identify new timeline starting/ending dates, date of status report and date of summative evaluation if appropriate.

_____   _____   _____
Administrator   Supervisor   Date

Administrator: _____   Probationary: 1: ☐   2: ☐ 3: ☐   Contract: ☐

School: _____   Date: _____   Supervisor: _____

Time Frame of ***Plan for Improvement:***   Start Date: _____ End Date: _____

Goal Plan based on: ___ Directed Goals ___ Evaluation ___ Other _____

The Plan for Improvement targets specific Performance targets that were NOT **substantially** met and were not effective in improving performance as detailed in a plan of Directed Goals that ended on _____.

Prior to signing and implementing of the Plan for Improvement, the plan will be reviewed by the administrator, representatives and district representatives. Input will be considered as germane to the success of the plan in terms of the administrator demonstrating skills/knowledge at the proficient level or above.

Area(s) of Concern: List area(s) of targeted growth or noted deficiency including number and narrative for each *Standard and Performance Target*. Provide detailed evidence supporting each target.

EXPECTATIONS: Describe what successful completion will look like by identifying proposed evidence of goal success, progress, and completion. Include measureable and observable outcomes. List strategies and activities designed to increase the administrator's effectiveness and to improve their instruction.

ASSISTANCE TO BE PROVIDED: Identify types of administrative and/or district support, meeting times, potential strategies or activities designed to successfully complete the goals. Additional supports may be added as needed throughout the Plan for Improvement.

TIMELINE: Identify starting/ending dates, date of status report and date of summative evaluation if appropriate.

_____ _____ _____
Administrator   Supervisor   Date

_____ _____ _____
Representative   District Representative   Date

Administrator: _____   Probationary: 1: ☐   2: ☐   3: ☐   Contract: ☐

School: _____   Date: _____   Supervisor: _____

Time Frame of *Plan for Improvement:*   Start Date: _____   End Date: _____

Performance Goal: (List area(s) of targeted growth or noted deficiency including number and narrative for each Standard and Performance Target.) Beneath each Performance Target describe the administrator's PROGRESS.

PROGRESS: For each Performance goal describe level of successful completion: (**Met, Substantially Met, Partially Met, Not Met**) and provide specific evidence of goal success, progress or completion or expectations that were not demonstrated.

NEXT STEPS:

_____ Modify & continue *Plan for Improvement* (attach modify goals & timeline or set meeting to discuss new goals)

_____ **Program of Assistance for Improvement** (set meeting time to discuss **Program** or attach **Program of Assistance for Improvement** & timeline)

_____ Observations and feedback as needed to monitor maintenance of achieved goals.

_____ Other (describe): _____

TIMELINE: Identify new timeline starting/ending dates, date of status report and date of summative evaluation if appropriate.

_____   _____   _____
Administrator   Supervisor   Date

Administrator: _____   Probationary: 1: ☐   2: ☐   3: ☐   Contract: ☐

School: _____   Date: _____   Supervisor: _____

Time Frame of *Plan for Improvement:*   Start Date: _____ End Date: _____

Goal Plan based on: _____ Directed Goals   _____ Evaluation   _____ Other _____

Prior to moving to a **Program of Assistance for Improvement**, the administrator and supervisor should each complete a reflection to analyze the recently completed **Plan for Improvement.** The reflection analysis should be discussed prior to development of the **Program of Assistance for Improvement**.

Identify evidence that the **Plan for improvement** was not successful.
What are some possible reasons why the plan was not successful?
What are some things that might be implemented to produce more success in the next step, a **Program of Assistance for Improvement**?

_____   _____   _____
Administrator   Supervisor   Date

Administrator: _____   Probationary: 1: ☐   2: ☐ 3: ☐   Contract: ☐

School: _____   Date: _____   Supervisor: _____

Time Frame of *Program of Assistance:*   Start Date: _____ End Date: _____

Goal Plan based on: _____ Directed Goals   _____ Evaluation   _____ Other _____

The **Program of Assistance for Improvement** targets specific *Performance Targets* that were NOT **substantially met** and were not effective in improving performance as detailed in a **Plan for Improvement** that ended on _____.

Prior to signing and implementing of the **Program of Assistance for Improvement**, the administrator, representatives and district representatives will review it. Input will be considered as germane to the success of the plan in terms of the administrator demonstrating skills/knowledge at the proficient level or above.

Area(s) of Concern: List area(s) of targeted growth or noted deficiency including number and narrative for each Standard and Performance Target. Provide detailed evidence supporting each target.

Expectations: Describe what successful completion will look like by identifying proposed evidence of goal success, progress, and completion. Include measurable and observable outcomes. List strategies and activities designed to increase the teacher's effectiveness and to improve their instruction.

Assistance To Be Provided: Identify types of administrative and/or district support, meeting times, potential strategies or activities designed to successfully complete the goals. Additional supports may be added as needed throughout the plan for Improvement.

Timeline: Identify starting/ending dates, date of status report and date of summative evaluation if appropriate.

Comments:

Administrator	Supervisor	Date

Administrator: _____   Probationary: 1: ☐   2: ☐   3: ☐   Contract: ☐

School: _____   Date: _____   Supervisor: _____

Time Frame of *Plan for Improvement:*   Start Date: _____ End Date: _____

Performance Goal: (List area(s) of targeted growth or noted deficiency including number and narrative for each Standard and Performance Target.) Beneath each Performance Target describe the administrator's PROGRESS.

PROGRESS: For each Performance goal describe level of successful completion: (**Met, Substantially Met, Partially Met, Not Met**) and provide specific evidence of goal success, progress or completion or expectations that were not demonstrated.

NEXT STEPS:

_____ Modify & continue *Plan for Improvement* (attach modify goals & timeline or set meeting to discuss new goals)

_____ **Program of Assistance for Improvement** (set meeting time to discuss **Program** or attach **Program of Assistance for Improvement** & timeline)

_____ Observations and feedback as needed to monitor maintenance of achieved goals.

_____ Other (describe): _____

TIMELINE: Identify new timeline starting/ending dates, date of status report and date of summative evaluation if appropriate.

_____   _____   _____
Administrator   Supervisor   Date

360 Degree Feedback Question Bank

Below is a list of possible questions for the 360 Feedback from staff. Administrator/Directors will agree on the questions to be asked and questions will be sent through staff electronically (probably Survey Monkey) for completion. The data retrieved from the survey is for the administrator's use during the evaluation process and will not be placed in the administrator's personnel file.

1. I work with people who treat me with respect.
2. I am recognized for good work.
3. I work with people who listen if I have ideas about doing things better.
4. My administrators treat me with respect.
5. My administrators are effective instructional leaders.
6. I believe this school has a good public image.
7. I believe the vision for this school is shared.
8. My administrators facilitate communication effectively
9. My administrators support me in my work with students.
10. I believe we have an action plan in place, which can get us to our vision.
11. My administrator's support shared decision-making.
12. My administrators allow me to be an effective instructional leader.
13. My administrators are effective in helping us reach our vision.
14. My administrators handle discipline problems effectively.
15. My administrators help me to be successful.
16. My administrators are role models.
17. I believe the vision for this school is clear.
18. My administrators are building leaders.
19. My administrators keep student achievement as their first priority.
20. Staff meetings are run effectively.
21. Issues or complaints from parents are handled well.
22. Issues or concerns with difficult students and school safety are handled well.
23. The school calendar and master schedule are well planned.
24. Strong leadership, opportunities for collaboration and ongoing development of professional learning communities are clearly evident.
25. My administrators are gone to often.
26. I believe the school provides an atmosphere where every student can succeed.
27. My building level administration has my confidence.
28. My district level administration has my confidence.
29. I have the opportunity to think for myself, not just carry out instructions.
30. My administrator's skills and knowledge make an important contribution to acheiveing team results.
31. My administrator provides consistent and clear direction to staff.
32. My administrator follows through on commitments and promises.
33. My administrator has the courage to make the changes that will improve he school or organization.
34. My administrator creates an atmosphere of continual improvement in which self and others push to exceed expected results.
35. My administrator creates an inclusive environment that values people with diverse skills, styles, perspectives, and backgrounds.
36. My administrator resolves conflicts effectively within the school or work group.
37. My administrator gives honest feedback in a helpful way.
38. My administrator is trusted by staff, faculty and all members of the school or work group.
39. My administrator inspires others to high levels of effort and performance.
40. My administrator provides fellow staff and faculty with a definite sense of direction and purpose.
41. My administrator is approachable and available to staff, parent, and community members.
42. My administrator can always be counted on to follow through on commitments.
43. My administrator keeps people focused on the highest priority goals and objectives.
44. My administrator spots new trends, potential problems, and opportunities early.
45. My administrator makes a real effort to improve based upon feedback from others.

46. My administrator has the ability to anticipate and respond quickly to problems.
47. My administrator is trusted by others to use good judgment when making decisions.
48. My administrator is direct and honest when working with staff members.
49. My administrator is responsive (not defensive) to constructive criticism and feedback.
50. My administrator is culturally sensitive, aware, and respectful to all students, staff, and parents.

The following sources were used in designing these questions: Wisconsin Department of Education Http://goal.learningpt.org/winss/staf/; www.schoolculture.net; http://www.marcusbuckingham.com/home.php; www.management-standards.org.uk; www.keyinc.com; http://www.zfco.com/ctel.html;

How to Write a SMART Goal

Goals for educators are required as part of the differentiated professional growth plan process. The goal(s) should be an outgrowth of the educators' self-assessment, the last evaluation summary and/or as a result of a discussion between the educator and supervisor. Goals are written for one year for temporary and probationary educators. For contract educators' goals are written for two years.

Goals are based on School Improvement Plans, standards of professional practice and job descriptions. Goals should be **SMART**-**S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, **T**ime bound.

Specific – now precisely what you want to achieve. To set a specific goal considers the six "W" questions:

Who:	Who is involved?
What:	What do I want to accomplish?
When:	Establish time frame
Which:	Identify requirements and constraints
Where:	Identify a location
Why:	Specific reasons, purpose or benefits of accomplishing the goal

Measurable-Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach you goals. To determine if your goal is measurable, ask questions such as…
How much? How Many? How will I know when my goal is accomplished?

Attainable- When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Rather than setting lofty but unreachable goals, stretch yourself, but at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.

Results-oriented-The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal impact student learning and this portion of the goal describe how it is impacted.

Time bound-Goals that have no timeline might as well not be goals at all, because you'll have little incentive to achieve them. Setting a realistic time frame for your goals help you maintain momentum and follow through with the completion of your tasks.