Parkrose
School District

Portland, Oregon

August 2014

Parkrose School District

Administrator Professional Growth and Evaluation Handbook

Table of Contents

Section 1

Overview

Introduction

The Professional Growth and Evaluation System was developed collaboratively by the Association of Parkrose School Administrators and the Parkrose School District to meet the requirements of Oregon SB290 and the Oregon ESEA Waiver. The Parkrose School District believes that the primary objectives of an evaluation system are to improve instruction and to facilitate a positive teaching and learning environment ensuring each student is prepared for success.

Evaluation is a collaborative, continual improvement process, based on clear expectations, objective data collection, staff goal setting, input, and reflection. Through this process of using multiple measures to develop the summative evaluation, areas of strength are developed, supports for growth are identified, and excellence is acknowledged.

Purpose and Goals of Evaluation

Effective teaching and leadership matter. Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Evaluation systems must be designed comprehensively to go beyond the use of personnel decision making to inform the growth process across the system and to measure a full range of performance across different settings. The primary goal of elevating teaching, leading, and learning throughout the systems cannot be accomplished with summative assessment alone.

Undertaking the work of designing, implementing, and monitoring an effective evaluation and support system for educators is both complex and time consuming; however, based upon the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance.

The ultimate goal of strengthening teacher and leader evaluation systems is to ensure equitable outcomes where all students, regardless of background, are ready for college, careers, and engaged citizenship in today's world by ensuring the following outcomes:

- Improved student learning at all schools and for all students
- Effective teachers in every classroom
- Effective leaders in every school and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student
- Continuous professional growth for teachers and leaders throughout their careers

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems creates a fair and equitable system to measure teacher and leader effectiveness. This valid and reliable system will meaningfully differentiate performance using four performance levels and will include measures of teachers' and administrators' contribution to student learning and growth toward academic goals and learning standards.

Purposes of the evaluation and support system are to:

- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning.
- Strengthen support and professional growth opportunities for teachers and administrators based on their individual needs in relation to the needs of students, school, and district.
- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.

Administrator Effectiveness

Development of evaluation and support systems should begin with defining the terms "effective" principal or administrator. The Educator Effectiveness Workgroup developed the definitions below which reflect the adopted Educational Leadership/Administrator Standards (OAR 581-022-1725).

Effective administrators in the state of Oregon integrate principles of cultural competency and equitable practice into their work and promote the success of every student through **visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and the socio-political context** of their building and district. By demonstrating proficiency in the adopted educational leadership/administrator standards, effective administrators improve teacher effectiveness and student learning and growth. They also lead by modeling ethical and competent behavior according to all standards set for administrators by the Teachers Standards and Practices Commission.

As instructional leaders, effective administrators enable critical discourse and data-driven reflection and decisions about curriculum, assessment, instruction, and student progress, and create structures to facilitate instructional improvement. Effective administrators ensure their staff receives support, assistance, and professional growth opportunities necessary to strengthen teacher knowledge, skills, dispositions, and instructional practices in mutually-identified areas of need. By creating a common vision for equity and excellence and articulation of shared values, effective administrators lead and manage their organizations in a manner that promotes collaboration and equity, creates an inclusive and safe, efficient, and effective learning environment, and improves the organizations positive impact on students, families, and community members.

Section 1: Required Elements in Oregon's Administrator Evaluation and Support System

Administrator evaluation and support systems in all Oregon school districts must include the following five elements:

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning

These five required elements establish the parameters for local evaluation and support systems. The framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1) Standards of Professional Practice

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning

Educational Leadership/Administrator Standards

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards and Education Leadership/Administrator Standards are the foundation of Oregon's evaluation framework. These professional standards outline what teachers and administrators should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. These standards help frame a comprehensive definition of effective teaching and education leadership.

Oregon legislation (SB290) called for the adoption of teaching and administrator standards to be included in all evaluations of teachers and administrators in the school district. The State Board of Education adopted the Model Core teaching Standards (581-022-1724) and Educational Leadership/Administrator Standards (581-022-1725) in December 2011 and requirements for district evaluation systems (581-022-1723).

Both the Model Core Teaching Standards and Education Leadership Standards build on national standards, are research based, utilize best practices, and were developed with a wide variety of stakeholders over the course of several years. Districts are required to build their evaluation and support systems using these adopted standards.

Oregon's educational leadership/administrator standards embed cultural competency and equitable practice in each standard. These standards guide administrative preparation, licensure and job performance. Oregon's educational leadership/administrator standards align with the **Interstate School Leaders Licensure Consortium (ISLLC)** and the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership. Oregon was very explicit and intentional about highlighting the importance of cultural competency and equitable practices in the administrator standards.

1. **Visionary Leadership**
   An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

2. **Instructional Improvement**
   An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

3. **Effective Management**
   An educational leader integrates principles of cultural competency environments that enable each learner to meet high standards.

4. **Inclusive Practice**
   An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and 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.

5. **Ethical Leadership**
   An educational leader integrates principles of cultural competency practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
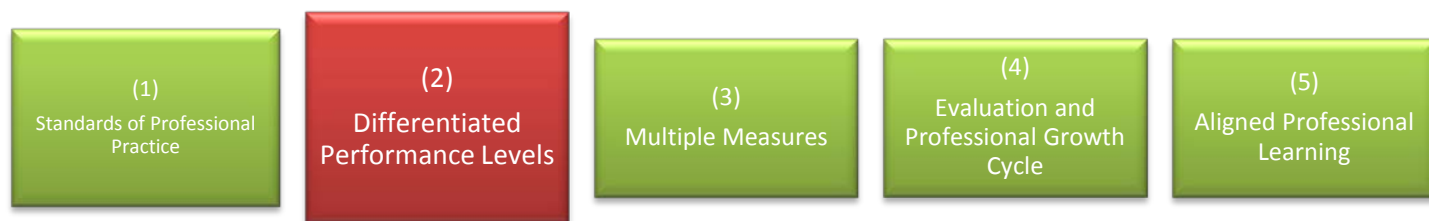
6. **Socio-Political Context**
   An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

2) Differentiated Performance Levels

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning

Parkrose School District's Professional Growth and Evaluation System is designed to assess administrator performance in relation to the ISLLC Standards. To assess performance, evaluators use a four-level rubric that describes differentiated characteristics of practice for each level. Performance descriptors are observable and measurable statements of administrators' actions and behaviors that serve as the basis for identifying the level of administrative performance. Research indicates that using a rubric with four levels and clear descriptors results in a more objective rating of performance. Descriptors can also be used to guide individuals toward improving their practice at the next performance level.
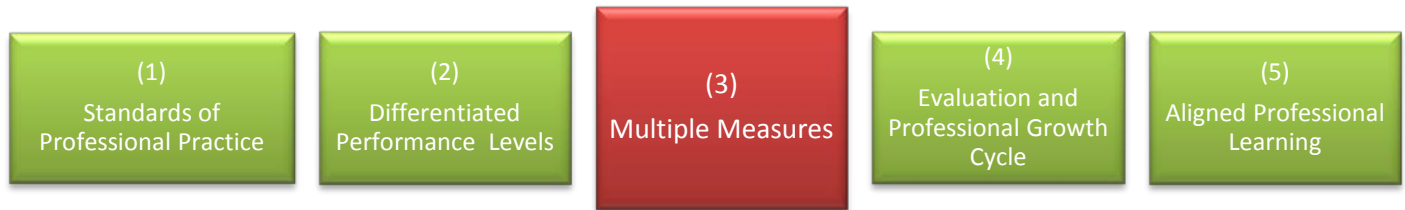
The PRSD rubric (see page 40) is designed to help administrators and evaluators:
- Develop a consistent, shared understanding of what effective instruction and proficient performance look like in practice,
- Develop a common terminology and structure to organize evidence, and
- Make informed professional judgments about formative and summative performance ratings on each individual standard and an overall rating on all standards.

PRSD's evaluation framework uses a 1-4 rating scale, defined as follows:

PRSD Evaluation Rating Scale	
Performance Levels	**Definitions of Performance as Applied to Standards of Professional Practice**
Level 1	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Level 2	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
Level 3	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
Level 4	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

3) Multiple Measures

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on standards of professional practice (i.e. INTASC and ISLLC). Multiple measures provide a more comprehensive view of the educator's practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

Oregon's teacher and administrator evaluation systems must include measures from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth.

All teachers and administrators will be evaluated using measures from each of the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teaching and administrator practice as illustrated below. Evaluators will look at evidence from all three categories of evidence to holistically rate performance.

Categories of Evidence for Multiple Measures of Effectiveness

Multiple Measures for Administrator Evaluation

The evaluation system must include a variety of evidence-based measures to evaluate administrator performance and effectiveness, based on the Educational Leadership/Administrator Standards (i.e., ISLLC). To provide a balanced view of administrator performance, evaluations of all building administrators (i.e., principals, vice-principals) must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key, and is accomplished through a collaborative process involving administrators and supervisors. The measures listed under each category are provided as examples.

(A) **Professional Practice**: Evidence of school leadership practices, teacher effectiveness, and organizational conditions

- Observation and review of artifacts

Examples: 360° feedback, feedback to teachers, surveys developed collaboratively with staff, instructional leadership, teacher/student climate, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, staff meetings, teacher observations, summative and formative teacher evaluation, Site Council meetings, data team meetings, etc.

(B) **Professional Responsibility**: Evidence of administrators' progress toward their own professional goals and contribution to school-wide and district goals.

Examples: administrator reflection, self-report, professional goal setting, school-wide improvement goals, data committee meetings, portfolios, parent and community involvement, decision-making, professional development log, staff retention rate, collaborative leadership, school-wide budget, master schedule, team building, teacher evaluations

(C) **Student Learning and Growth**: Evidence of administrators' contribution to school-wide student learning and growth.

Administrators, in collaboration with their supervisor/evaluator, will establish at least two student growth goals from the three categories in Table 4. One goal must be related to student learning and growth using state assessment (category 1) as a measure (e.g., building- level data on proficiency and growth in reading and math, including all subgroups).

Table 4: Types of Measures for Student Learning and Growth for Administrator Evaluations

Category	Types of Measures *(aligned to standards)*	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, EASY CBM, 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 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 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- and five-year cohort graduation and completion rates; and
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

Table 5 on the next page illustrates how multiple measures align with the Educational Leadership/ Administrator Standards for administrator evaluations.

Table 5. Multiple Measures Aligned to Educational Leadership/Administrator Standards (ISLLC) for Administrator Evaluations
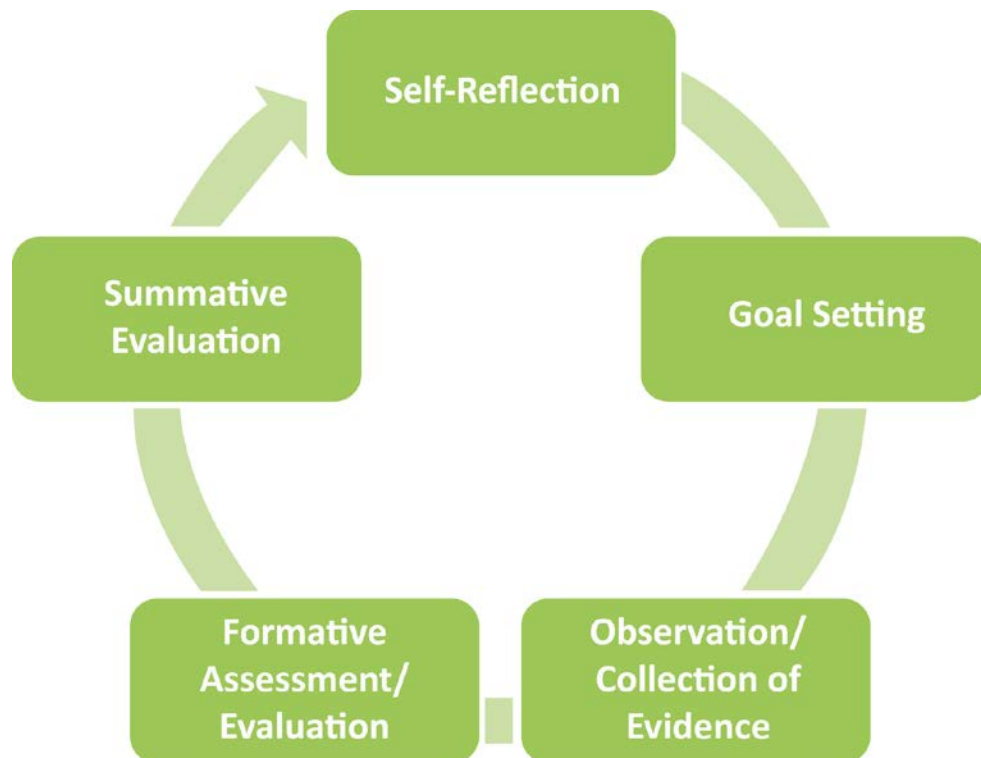
MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/ADMINISTRATOR STANDARDS					
Evaluation of an administrator's performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political 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 administrator'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 administrator'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 administrators' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.*	Administrators 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.					

4) Evaluation and Professional Growth Cycle

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning

Administrator evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research based performance rubric provide the foundation for common expectations, vocabulary and understanding. The evaluation process based on common language empowers the voice of the educator and observer. The following diagram illustrates the critical steps in the cycle.

11

Steps in an Evaluation and Professional Growth Cycle:

Step 1: Self-Reflection
Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The administrator reflects on and assesses his/her professional practice and analyzes the learning and growth of students in preparation for goal setting.

Step 2: Goal Setting *(Student growth goals and professional goals)*
Based on the self-reflection, the administrator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The administrator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.

Step 3: Observation and Collection of Evidence *(Multiple measures)*
The administrator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities and student learning to inform progress throughout the process of evaluation.

Step 4: Formative Assessment/Evaluation *(Analysis of evidence, Professional conversations, and Professional growth)*
The evaluator and administrator review the administrator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the administrator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the administrator make adjustments in his/her practice and select relevant professional learning opportunities.
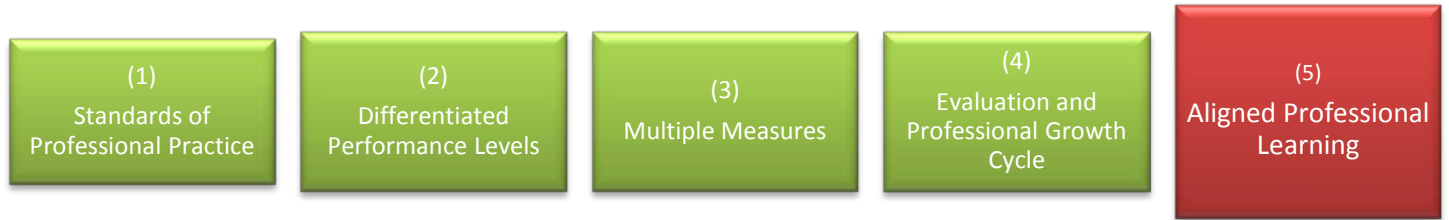
Step 5: Summative Evaluation
This step is the culmination of multiple formative observations, reflections, professional conversations, etc. The evaluator assesses the administrator's performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals.

Frequency of Evaluations
The evaluation and professional growth cycle is an ongoing process throughout an administrator's career. The cycle begins with a self-reflection and culminates in a summative evaluation. The summative evaluation is the springboard that leads into a new cycle. The summative evaluation occurs on a cycle determined by the administrator's contract status:

- Probationary administrators - every year
- Administrators - at least every two years

5) Aligned Professional Learning

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning

Professional Learning

The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. High quality professional learning is sustained, focused and relevant to the educators' goal and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standards.

When selecting Professional Learning opportunities, consider the following conditions:
- Align to student standards and/or professional goals
- Occurs within learning communities
- Student focused & evidence based
- Job-embedded
- Comprehensive
- Sustained, supported, intensive in approach
- Contains elements of coaching, modeling, observation & feedback
- Several times a week
- Focus on specific curriculum content

Professional Growth opportunities may include, but are not limited to, the following:
- Action Research
- Portfolios
- Mentoring
- Videotape/Audiotape Analysis
- Reflective Journal
- Inservice/Workshops
- Staff Development Project
- Original/Self-Designed Project

Section 2

The Parkrose Administrator Evaluation System

Probationary Administrator Evaluation System

Annual Timeline

This timeline includes site visits and observations by the supervisor(s), recognizing that probationary administrators may need additional support. (Over the course of an academic year, supervisors will directly observe the administrators at work in their school/district settings at least four (4) times.)

√	Completed By:	Details:
☐	**September**	**Conversations with supervisor:** - Self-Reflection - Review draft of Professional Development Calendar for staff - Review draft of the School Improvement Plan - Review Student Growth and Learning and Professional Growth Goals **(by October 15)** - Strategies and timelines for data teams - SIP work plans - School's professional learning needs for the year
☐	**October/November** **(Beginning of year conference by October 15)**	**Evidence:** - Goal setting completed with licensed and classified staff **(by October 15)** - Progress report on observations - Review Self-Reflection - Review Student Growth and Learning and Professional Growth Goals **Conversations with supervisor:** - Early indicators of struggling students, what interventions are in place - Ideas about parent involvement/communication - Progress of probationary teacher(s) and need for support - Employees of concern and possible moves to improvement cycle - Collection of certified and classified goals - Progress review of student achievement **Evidence:** - Mid-year reflection on Student Growth and Learning and Professional Growth goals - Progress on SIP work plans
☐	**December/January** **(Mid-year conference by December 15)**	- Progress report on observations **(by December 15)** **Conversations with supervisor:** - Needs for mid-year schedule adjustments - Progress of probationary teachers and need for support - Employees of concern and possible moves to improvement cycle - Work of data or content-area teams - Budget expenditures to date - Review and discuss licensed staff observation data **Evidence:** - Administrator effectiveness/school climate survey(s) for staff/students/parents biennially, probationary teacher evaluations by **(March 1)** - Progress report on observations **(by February 15)**
☐	**February/March**	- Probationary Administrator Summative Evaluations by **(March 1)** - Probationary Teacher Summative Evaluations by **(March 1)**

☐		**Conversations with supervisor:** • Student performance and other SIP data review • Processes for developing next year's improvement plan • Schedules for end-of-year assessment • Summative evaluations of staff • Staffing and scheduling for next year **Evidence:** • Classified evaluations/progress reports • Classroom observations/progress reports
☐	**April/May**	**Conversations with supervisor:** • Review of administrator effectiveness (biennially) • Review school climate survey (biennially) • Staffing and scheduling for next year • Budget expenditures to date and plans for next year • Student performance data • School Improvement Plan and work plans for next year **Evidence:** • Contract teacher Summative Year Evaluations **(by June 1)** • Contract administrator Summative Year Evaluations **(by June 15)**
☐	**June** **(End of year conference by June 15)**	• Survey on supervisors' performance (biennially) • Drafts of goals • School Improvement Plan and school work plans for next year **Conversations with supervisor**: • Professional development needs for school and administrators for next year • Self Reflection on Professional Growth • End of year Student Achievement Data • Draft of the School Improvement Plan • Staffing and scheduling for next school year • Review End-of-Year Student Growth and Learning Professional Growth Goals

Probationary Administrator Evaluation Cycle

Beginning of the year Conference by October 15
Complete and review:
- **PRSD Administrator Self Reflection** form
- **PRSD Administrator Student Growth and Professional Goals** form

Observations
Supervisor conducts a minimum of four observations, with written feedback, in school or professional work setting:
- Two observations by **December 15** with face-to-face feedback encouraged
- Two observations by **February 15** with face-to-face feedback encouraged

Mid Year Conference by December 15
Review and Discuss:
- **PRSD Administrator Student Growth and Professional Goals** form
- Supervisor Observation Data

Summative Evaluation Meeting with Supervisor by March 1
Review and Discuss:
- **Administrator Student Growth and Professional Goals** form
- Supervisor Observation Data
- **Summative Evaluation** form

End of Year Conference by June 15
Review and Discuss:
- **Administrator Student Growth and Professional Goals** form

Contract Administrator Evaluation System
Annual Timeline

This timeline includes site visits and observations by the supervisor(s). Over the course of an academic year, supervisors will directly observe administrators at work in their school/district settings at least four (4) times.

√	Completed By:	Details:
☐	**September**	**Conversations with supervisor:** • Review Self-Reflection Form • Review draft of Professional Development Calendar for staff • Review draft of the School Improvement Plan • Review Student Growth and Learning and Professional Growth Goals **(by October 15)** • Strategies and timelines for data teams • SIP work plans • School's professional learning needs for the year
☐	**October/November** **(Beginning of year conference by October 15)**	**Evidence:** • Goal setting completed with licensed and classified staff **(by October 15)** • Progress report on observations • Review Self-Reflection • Review Student Growth and Learning and Professional Growth Goals **Conversations with supervisor:** • Early indicators of struggling students, what interventions are in place • Ideas about parent involvement/communication • Progress of probationary teacher(s) and need for support • Employees of concern and possible moves to improvement cycle • Collection of certified and classified goals • Progress review of student achievement
☐	**December/January** **(Mid-year conference by January 31)**	**Evidence:** • Mid-year reflection on Student Growth and Learning and Professional Growth goals • Progress on SIP work plan • Progress report on observations **Conversations with supervisor:** • Needs for mid-year schedule adjustments • Progress of probationary teachers and need for support • Employees of concern and possible moves to improvement cycle • Work of data or content-area teams • Budget expenditures to date • Review and discuss licensed staff observation data

☐	**February/March**	**Evidence:** • Administrator effectiveness/school climate survey(s) for staff/students/parents biennially • Probationary teacher summative evaluations **(by March 1)** • Probationary administrator summative evaluations **(by March 1)** • Progress report on observations **Conversations with supervisor:** • Student performance and other SIP data review • Processes for developing next year's improvement plan • Schedules for end-of-year assessment • Summative evaluations of staff • Staffing and scheduling for next year
☐	**April/May**	**Evidence:** • Classified evaluations/progress reports • Classroom observations/progress reports **Conversations with supervisor:** • Review of administrator effectiveness (biennially) • Review school climate survey (biennially) • Staffing and scheduling for next year • Budget expenditures to date and plans for next year • Student performance data • School Improvement Plan and work plans for next year
☐	**June** **(End of year conference by June 15)**	**Evidence:** • Summative Evaluations for contract administrators **(by June 15)** • Contract teacher Summative Evaluations **(by June 1)** • Survey on supervisors' effectiveness (biennially) • Drafts of goals • School Improvement Plan and school work plans for next year **Conversations with supervisor**: • Professional development needs for school and administrators for next year • Self Reflection on Professional Growth • End of year Student Achievement Data • Draft of the School Improvement Plan • Staffing and scheduling for next school year • Review End-of-Year Student Growth and Learning and Professional Growth Goals

Contract Administrator Evaluation Cycle

Beginning of the Year Conference by October 15
Complete and review:
- **PRSD Administrator Self Reflection** form
- **PRSD Administrator Student Growth and Professional Goals** form

Observations
Supervisor conducts a minimum of four observations, with written feedback, in school or professional work setting:
- Two observations by **January 31** with face-to-face feedback encouraged
- Two observations by **June 1** with face-to-face feedback encouraged

Mid Year Conference by January 31
Review and discuss
- **PRSD Administrator Student Growth and Learning and Professional Growth Goals** form
- Supervisor Observation Data

End of Year Conference by June 15
Summative Evaluation Year, Review and Discuss:
- **Administrator Student Growth and Learning and Professional Growth Goals** form
- Supervisor Observation Data
- **Summative Evaluation**

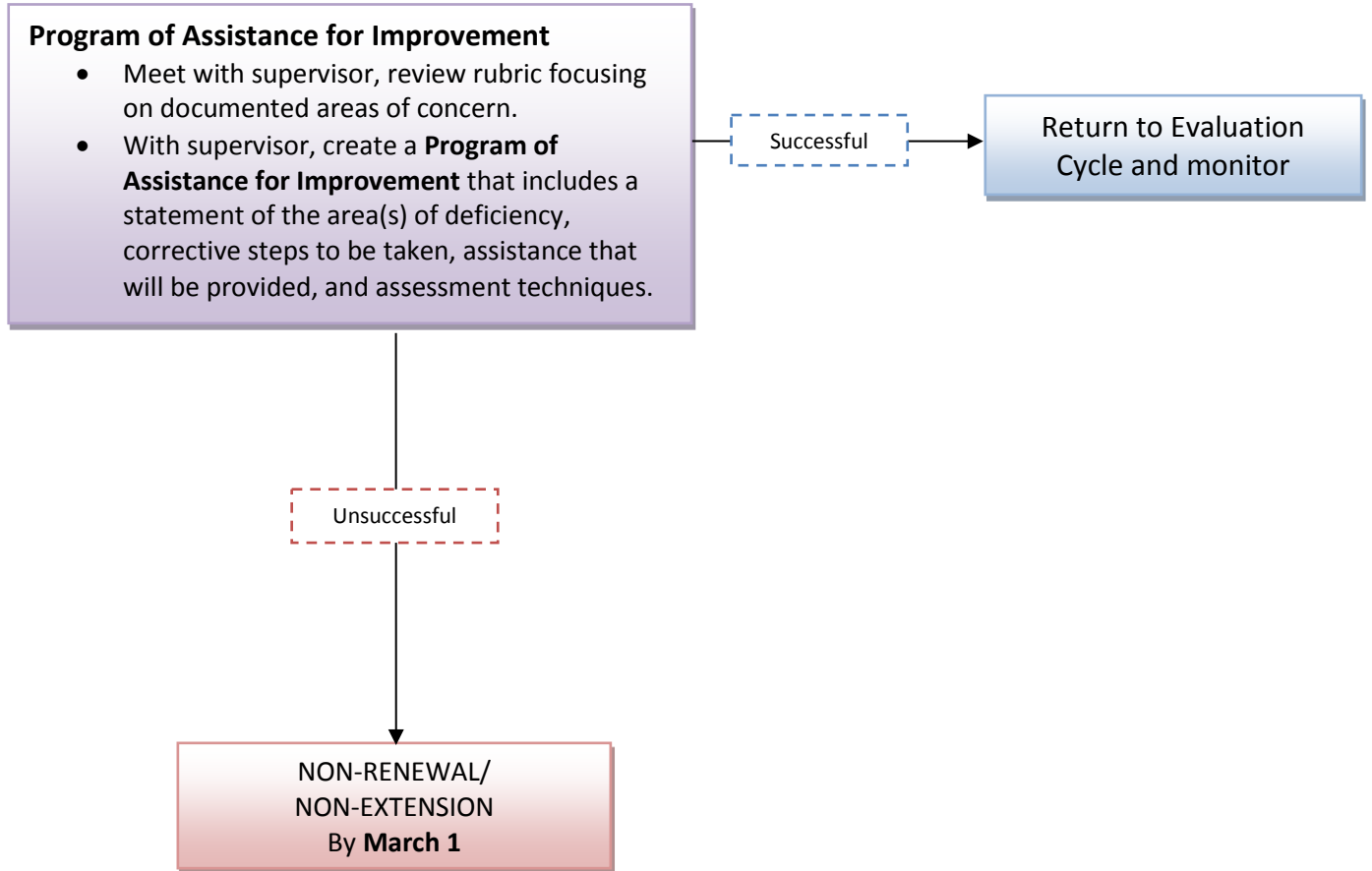Formative Evaluation Year, Review and Discuss:
- **Administrator Student Growth and Learning and Professional Growth Goals** form
- Supervisor Observation Data

Administrator Improvement Cycle

Program of Assistance for Improvement
- Meet with supervisor, review rubric focusing on documented areas of concern.
- With supervisor, create a **Program of Assistance for Improvement** that includes a statement of the area(s) of deficiency, corrective steps to be taken, assistance that will be provided, and assessment techniques.

Successful →

Return to Evaluation Cycle and monitor

Unsuccessful

NON-RENEWAL/
NON-EXTENSION
By **March 1**

Section 3

Documents & Forms

Parkrose School District Administrator Self-Reflection

Name:	Date:

Assignment/Location:

Directions: Based on the standards of professional practice (see Administrator Assessment and Evaluation Rubric), the first step in the evaluation system is self-reflection. The administrator reflects on his/her professional practice and analyzes the learning and growth of students in preparation for goal setting.

Level 1: Does Not Meet	Level 2: Making Sufficient Progress	Level 3: Consistently Meets	Level 4: Consistently Exceeds	NA: Does not apply

Self-

Standard 1: Visionary Leadership	1	2	3	4	NA
1.a Collaboratively develop and implement a shared vision and mission.					
1.b Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.					
1.c Create and implement plans to achieve goals.					
1.d Promote continuous and sustainable improvement.					
1.e Monitor and evaluate progress and revise plans.					
Implications for Professional Growth:					

Standard 2: Instructional Improvement	1	2	3	4	NA
2.a Nurture and sustain a culture of collaboration, trust, learning, and high expectations.					
2.b Create a comprehensive, rigorous and coherent curricular program.					
2.c Create a personalized and motivating learning environment for students.					
2.d Supervise and support instruction.					
2.e Develop assessment and accountability systems to monitor student progress.					
2.f Develop the instructional and leadership capacity of staff.					
2.g Maximize time spent on quality instruction.					
2.h Promote the use of the most effective and appropriate technologies to support teaching and learning.					
2.i Monitor and evaluate the impact of instruction.					
Implications for Professional Growth:					

Standard 3: Effective Management	1	2	3	4	NA
3.a Monitor and evaluate the management and operational systems.					
3.b Obtain, allocate, align, and efficiently use human, fiscal, and technological resources.					
3.c Promote and protect the welfare and safety of students and staff.					
3.d Develop the capacity for adaptive leadership.					
3.e Ensure teacher and organizational time is focused to support quality instruction and student learning.					
Implications for Professional Growth:					

Standard 4: Inclusive Practice	1	2	3	4	NA
4.a Collect and analyze data pertinent to equitable outcomes.					
4.b Understand and integrate the community's diverse cultural, social, and intellectual resources.					
4.c Build and sustain positive relationships with families and caregivers.					
4.d Build and sustain productive relationships with community partners.					
Implications for Professional Growth:					
Standard 5: Ethical Leadership	1	2	3	4	NA
5.a Ensure a system of accountability for every student's academic and social success.					
5.b Model principles of self-awareness, reflective practice, transparency, and ethical behavior.					
5.c Safeguard the values of democracy, equity and diversity.					
5.d Evaluate the potential ethical and legal consequences of decision-making.					
5.e Promote social justice and ensure that individual student needs inform all aspects of schooling.					
Implications for Professional Growth:					
Standard 6: Socio-Political Context	1	2	3	4	NA
6.a Advocate for children, families, and caregivers.					
6.b Act to influence local, district, state, and national decisions affecting student learning.					
6.c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.					
Implications for Professional Growth:					

PRSD Administrator Student Growth and Professional Goals

Name:	Date:
Assignment/Location:	License Expiration Date:

<table>
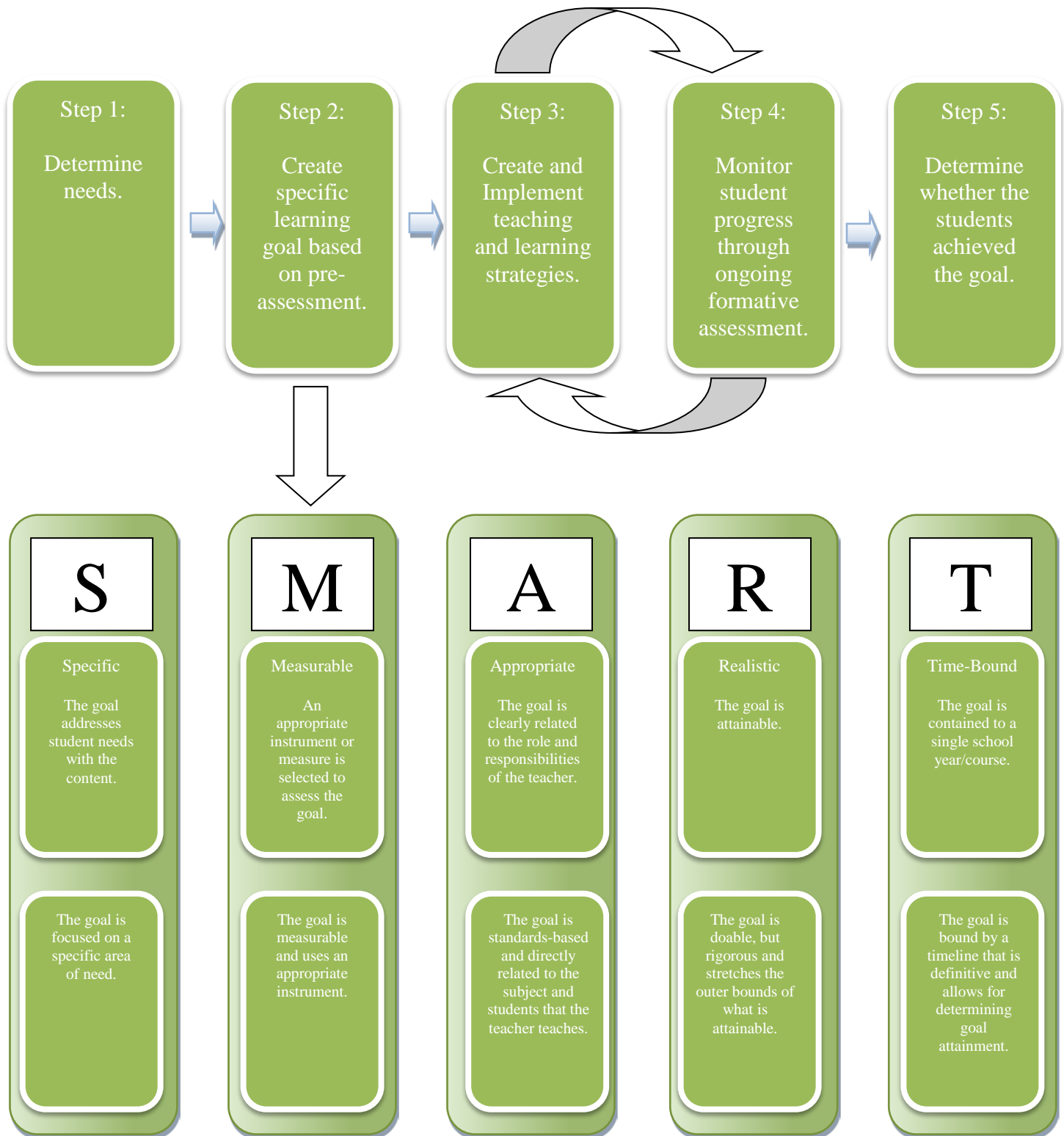<tr><td rowspan="11" style="vertical-align:middle">Beginning-of-the-Year Conference</td><td colspan="2" style="text-align:center">Definition from the Oregon Framework</td></tr>
<tr><td>Student Learning and Growth
Evidence of administrators' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</td><td>Administrators 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.</td></tr>
<tr><td>Content
The goal is being written around which grade/subject/level?</td><td></td></tr>
<tr><td>Context
What are the characteristics or special learning circumstances of my school(s)?
What are the demographics of my school(s)?</td><td></td></tr>
<tr><td colspan="2">Student Growth Goal 1</td></tr>
<tr><td>Baseline Data
What are the learning needs of my students?
What are some of the assessments or evidence sources I will use?
Attach Supporting Data</td><td></td></tr>
<tr><td>Student Growth Goal Statement
Goal written in SMART format.</td><td></td></tr>
<tr><td>Strategies for Improvement
What strategies will I incorporate into my methodology/professional practice?</td><td></td></tr>
<tr><td colspan="2">Student Growth Goal 2</td></tr>
<tr><td>Baseline Data
What are the learning needs of my students?
What are the assessments or evidence sources I will use?
Attach supporting data.</td><td></td></tr>
</table>

Beginning-of-the-Year Conference continued	**Student Growth Goal Statement** • Goal written in SMART format.	
	Strategies for Improvement • What strategies will I incorporate into my methodology/professional practice?	
	Professional Growth Goal	
	Professional Growth Goal • What professional development will help me accomplish my Student Growth Goal? • How will achieving my Professional Growth Goal improve student learning and engagement? • How has my self-reflection and assessment on Standards 1-6 informed this goal? • How might I team with colleagues to successfully achieve my goal?	
	Resources and Support • What resources and support do I need to meet my Professional Growth Goal?	
	Specific Artifacts/Evidence	

Administrator Signature	Date	Evaluator Signature	Date

Mid-Year Conference	**Collaborative Mid-Year Data Review** • What progress has been made? • Attach supporting data.			
	Strategy Modification • What adjustments need to be made to my instruction/strategies?			
	Professional Growth Goal Review • Has my professional growth to date been relevant? • How has my professional growth impacted student learning? • Have my professional growth needs changed? If so, how?			
	Specific Artifacts/Evidence			
	Administrator Signature	Date	Evaluator Signature	Date
End-of-Year Conference	**End-of-Year Data** • What does the end-of-year data show? • Attach supporting data.			
	Reflection on Results • Overall, what worked, or what should be refined?			
	Professional Growth Goal Implications • How can I use the results to support my future professional growth?			
	Specific Artifacts/Evidence			
	Administrator Signature	Date	Evaluator Signature	Date

STEP-BY-STEP SMART GOAL PROCESS

Step 1:	Step 2:	Step 3:	Step 4:	Step 5:
Determine needs.	Create specific learning goal based on pre-assessment.	Create and Implement teaching and learning strategies.	Monitor student progress through ongoing formative assessment.	Determine whether the students achieved the goal.

S	M	A	R	T
Specific	**Measurable**	**Appropriate**	**Realistic**	**Time-Bound**
The goal addresses student needs with the content.	An appropriate instrument or measure is selected to assess the goal.	The goal is clearly related to the role and responsibilities of the teacher.	The goal is attainable.	The goal is contained to a single school year/course.
The goal is focused on a specific area of need.	The goal is measurable and uses an appropriate instrument.	The goal is standards-based and directly related to the subject and students that the teacher teaches.	The goal is doable, but rigorous and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

Student Growth Rubric

	1. Does Not Meet Standard	2. Making Sufficient Progress	3. Consistently Meets Expectations	4. Consistently Exceeds Expectations
A	The administrator demonstrates little or no student growth from students over the course of an academic year.	The administrator demonstrates growth but does not meet the collaboratively established student growth goal.	The administrator demonstrates growth that meets the collaboratively established student growth goal.	The administrator demonstrates growth that exceeds the collaboratively established student growth goal.
B	The administrator makes no attempt to establish goals using the goal setting process.	The administrator makes little effort to set rigorous goals as a part of the goal setting process.	The administrator sets rigorous goals as a part of the goal setting process.	The administrator sets rigorous goals as a part of the goal setting process and supports other staff in the setting of rigorous student growth goals.
C	The administrator does not complete the goal setting process.	The administrator makes little effort to adjust strategies throughout the school year as a part of the goal setting process.	The administrator continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process.	The administrator continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process and supports other staff to adjust strategies to achieve student growth goals.

Parkrose School District Administrator Observation Feedback Form	
Administrator:	Date:
Assignment/Location:	Observation Focus:

Observation Planned/Unplanned: ● Drop-In ● Administrator's Request ● Supervisor's Request
Length of Observation: ● 10-15 minutes ● 15-20 minutes ● 20-30 minutes ● over 30 minutes

Observation:	Aligned Indicators
*Concerns/Performance Below Proficient:	
Specific feedback/questions to Administrator (incorporate language from rubric, when possible):	
Specific Artifacts/Evidence Observed:	
Administrator Response/Questions:	

*Must document specific evidence and/or provide specific feedback for observable
action and/or behavior considered <u>below proficient</u>.

Parkrose School District - Administrator Summative Evaluation Form

Standard 1 - Visionary Leadership	Rating
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.	
1.a Collaboratively develops and implements a shared vision and mission	
1.b Collects and uses data to identify goals, assess organizational effectiveness, and promotes organizational learning	
1.c Creates and implements plans to achieve goals	
1.d Promotes continuous and sustainable improvement	
1.e Monitors and evaluates progress and revises plans	
Comments:	
OVERALL (sum of 1.a-1.e / 5)	

Standard 2 - Instructional Improvement	Rating
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.	
2.a Nurtures and sustains a culture of collaboration, trust, learning, and high expectations	
2.b Creates a comprehensive, rigorous and coherent curricular program	
2.c Creates and personalizes motivating learning environment for students	
2.d Supervises and supports instruction	
2.e Develops assessment and accountability	
2.f Develops the instructional and leadership capacity of staff	
2.g Maximizes time spent on quality instruction	
2.h Promotes the use of the most effective and appropriate technologies to support teaching and learning	
2.i Monitors and evaluates the impact of instruction	
Comments:	
OVERALL (sum of 2.a-2.i / 9)	

Standard 3 - Effective Management	Rating
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	
3.a Monitors and evaluates the management and operational systems	
3.b Obtains, allocates, aligns, and efficiently uses human, fiscal and technological resources	
3.c Promotes and protects the welfare and safety of students and staff	
3.d Develops the capacity for adaptive leadership	
3.e Ensures teacher and organizational time is focused to support quality instruction and student learning	
Comments:	
OVERALL (sum of 3.a-3.e / 5)	

Standard 4 - Inclusive Practice	Rating
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and 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.	
4.a Collects and analyzes data pertinent to equitable outcomes	
4.b Understands and integrates the community's diverse cultural, social and intellectual resources	
4.c Builds and sustains positive relationships with families and caregivers	
Comments:	
OVERALL (sum of 4.a-4.c / 3)	

Standard 5 - Ethical Leadership An educational leader integrates principles of cultural competency practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
	Rating
5.a Ensures a system of accountability for every student's academic and social success	
5.b Models principles of self-awareness, reflective practice, transparency, and ethical behavior	
5.c Safeguards the values of democracy, equity and diversity	
5.d Evaluates the potential ethical and legal consequences of decision-making	
5.e Promotes social justice and ensures that individual student needs inform all aspects of schooling	
Comments:	
OVERALL (sum of 5.a-5.e / 5)	

Standard 6 - Socio-Political Context An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economical, legal and cultural context.	
	Rating
6.a Advocates for children, families, and caregivers	
6.b Acts to influence local, district, state, and national decisions affecting student learning	
6.c Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	
Comments:	
OVERALL (sum of 6.a-6.c / 3)	

Student Growth Goals (SGG)	
Goal #1	Rating
A.	
B.	
C.	
Sub Total	
Goal #2	
A.	
B.	
C.	
Sub Total	
OVERALL (sum of #1 and #2 / 2)	

Total Rating: (sum overall Standards 1-6 and SGG / 7)	
1 - Does not meet standard	
2 - Making sufficient progress toward meeting standard	
3 - Consistently meets expectations for good performance	
4 - Consistently exceeds expectations for good performance	
NA - Standard does not apply to educator's assignment	

Continuation of Employment   Yes No

Termination of Employment   Yes No

Non-Renewal/Non-Extension of Contract   Yes No

_____
Administrator's Signature   **Date**

_____
Supervisor's Signature   **Date**

*** Employee's response, if desired, is provided by law
(ORS 342.850)(6)**

Parkrose School District Administrator Program of Assistance for Improvement	
Date	Administrator:
Building/Location:	Status:
Assignment:	

Elements of a Program of Assistance for Improvement

- **Statement of Area of Deficiency**
- **General Statement of Corrective Steps**
- **Corrective Step to be Followed**
- **Assistance and Monitoring**

- **Criteria for the Measurement of Program**
- **Estimated Timelines**
- **The Person Responsible for Evaluation**
- **Final Assessment**

Statement of Deficiency

The specific areas of deficiency listed above relate to the following Standards of Professional Practice as written in the PRSD Administrator Professional Growth and Evaluation Handbook

General Statement of Corrective Steps

Corrective Steps to be Followed

Assistance and Monitoring

Criteria Used to Measure Progress

Estimated Timelines

Date:	Action:
Date:	**Action:**
Date:	**Action:**
Date:	**Action:**

Final Assessment

Prior to (DATE) a summative evaluation conference will be held for final review of the Program of Assistance for Improvement. Failure to make satisfactory progress in the listed area(s) of deficiency could result in the continuation of this plan, the non-renewal or non-extension of your contract, or dismissal.

Signatures:

Administrator	Date

Evaluator	Date

cc: Executive Director of Human Resources
cc: Personnel File

Parkrose School District Administrator Evaluation Rubric

Standard 1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
a) Collaboratively develops and implements a shared vision and mission;	Produces a generic or vague vision and mission, minimally aligned to the district vision. Involves few or no stakeholders. Collaboration, if present, is procedural or superficial. Develops a minimal or generic plan for communicating and implementing the vision and trivial, generic, or inappropriate strategies for sharing and encouraging support of the vision by the school community.	Produces a partial or incomplete vision and mission partially aligned to the district vision, acquires limited knowledge of the school community by involving some stakeholders, and collaborates during parts of the process. Develops a limited plan for communicating and implementing the vision, and limited strategies for sharing and encouraging support of the vision by the school community. The school's identity (vision, mission, values, beliefs, and goals which are student focused) that drives decisions and informs the culture of the school is incomplete or nonexistent.	Develops a vision and mission that is aligned to the district vision, acquires adequate knowledge of the school community by involving stakeholders, and collaborates throughout most of the process. Develops an appropriate plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Ensures that the school's identity (vision, mission, values, beliefs, and goals which are student focused) drives decisions and informs the culture of the school.	Clearly defines vision and mission, closely aligns to the district vision, acquires extensive knowledge of the school community by involving key stakeholders, and collaborates throughout the process. Develops a comprehensive plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Well-defined and consistent processes are apparent to ensure that the school's identity (vision, mission, values, beliefs, and goals which are student focused) drives decisions and informs the culture of the school.

36

b) Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;	Rarely uses information/data from multiple sources to identify goals and assess organizational effectiveness. Rarely disseminates or updates data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.), or disseminates inaccurate or incomplete data to stakeholders.	Occasionally uses information/data from multiple sources to identify goals, and assess organizational effectiveness. Occasionally disseminates and updates appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.	Routinely uses information/data from multiple, yet similar, sources to identify goals and assess organizational effectiveness. Regularly analyzes, interprets, disseminates, and updates appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.	Consistently uses information/data from multiple and varied sources to identify goals and assess organizational effectiveness. Systematically analyzes, interprets, and utilizes multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.
c) Creates and implements plans to achieve goals;	Rarely sets interim and long-term goals for improvement of students' academic achievement, social acuity, and/or equity. Develops the goals alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.	Occasionally sets long-term goals for improvement, creates an improvement plan collaboratively with a few people, and occasionally monitors the implementation through data collection and analysis.	Sets interim and long-term goals for improvement, creates an improvement plan collaboratively with a diverse team of stakeholders, and practices regular monitoring of the implementation through data collection and analysis.	Systematically sets interim and long-term goals for improvement, creates an improvement plan collaboratively with a diverse team of stakeholders that includes plans to address barriers to positive change, and practices frequent monitoring of the implementation through data collection and analysis.

d) Promotes continuous and sustainable improvement; and	Rarely communicates to stakeholders in ways that will promote continuous improvement. The initiatives put in place have little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.	Promotes continuous improvement through occasional communication with some stakeholders. The major initiatives put in place do not yet have a path to sustainability; however, some components of sustainability (e.g., resources, leadership buy-in) may be in place.	Promotes continuous improvement through communication to a variety of stakeholders. Some initiatives put in place are well on the way to being fully institutionalized; however, there are still some components that need to be put into place to ensure sustainability.	Promotes continuous improvement through communication in a variety of formats and to a wide variety of stakeholders. The major initiatives put in place are fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.
e) Monitors and evaluates progress and revises plans.	Practices little or no monitoring of interim and long-term improvement plans through data collection and analysis. No adjustments are made when needed, or uninformed, inappropriate adjustments are made.	Practices limited or periodic monitoring of interim and long-term improvement plans through data collection and analysis, making limited or trivial adjustments.	Practices regular monitoring of interim and long-term improvement plans through data collection and analysis, making adjustments as needed. The monitoring may not be as frequent as needed.	Practices comprehensive, ongoing monitoring of interim and long-term improvement plans through data collection and analysis, making adjustments as needed.

Standard #1: Visionary Leadership

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
• How is student data used to inform school improvement plan? • How are school priorities communicated to stakeholders? • How are school priorities monitored throughout the school year?	• School Improvement Plan (SIP) • Site Council notes • Staff development documents (agenda, data sharing, SIP sharing, presentations) • Staff Development Calendar • School Newsletters • School Website • Data team notes • Staff Communication • Professional Development Plan
Central Office Administrators – Guiding Questions	**Central Office Administrators – Examples of Evidence**
• How is student data used to inform initiatives and school support? • How are district priorities communicated to stakeholders? • How are schools supported in understanding and implementing initiatives? • How is implementation monitored and school support adjusted to ensure goals are met?	• School Improvement Plan (SIP) analysis • Principal meeting/Joint Admin meeting notes • Community Communications • Instructional Leadership Team training plans/SIP Supporting Activities documents • Professional Development Plan • Insider Articles • Presentations to the School Board • Communication to Principals • District Website

Standard 2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
a) Nurtures and sustains a culture of collaboration, trust, learning, and high expectations;	Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning. Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective instructional program.	Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning. Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective instructional program.	Regularly analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the school culture and high expectations for learning. Regularly plans and implements processes and procedures that create a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.	Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform decisions that will positively impact the school culture and high expectations for learning. Systematically plans and implements processes and procedures that create a culture in which multiple stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.
b) Creates a comprehensive, rigorous and coherent curricular program;	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.). These are available to teachers.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.) that are usually comprehensive, rigorous and coherent. These are available to teachers and students.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.) that are comprehensive, rigorous and coherent. These are available and clearly communicated to teachers and students.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.) that are comprehensive, rigorous and coherent. These are available and specifically communicated to teachers, students, and other stakeholders.
c) Creates a	Utilizes little or	Occasionally	Informs	Systematically reviews student data

personalized and motivating learning environment for students;	no student data to inform instructional decisions, differentiate instruction, or determine instructional interventions for students. Based on resources available, offers little or no variety of intra-curricular and extracurricular activities, or the activities/clubs provided meet the needs of few students.	reviews student data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results. Based on resources available, offers a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.	instructional decisions, differentiates instruction, and/or provides appropriate instructional interventions based on student learning results and/or other student needs. Based on resources available, offers an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.	and consistently and effectively uses it to inform instructional decisions, differentiate instruction, and provide appropriate instructional interventions based on student learning results and other student needs. Based on resources available, offers a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.
d) Supervises and supports instruction;	Provides little or no monitoring of the use of school and district instructional guidelines to inform the instructional program, or there is evidence that the instructional program is only minimally aligned with the established guidelines.	Establishes a process for monitoring the use of school and district instructional guidelines. Uses guidelines only occasionally, on a limited basis, or only across some classrooms.	Establishes an appropriate process for monitoring the implementation of school and district instructional guidelines. Articulates and uses process across all classrooms to support effective instruction.	Establishes a systematic process for monitoring the implementation of school and district instructional guidelines. Feedback is clearly articulated and used consistently across all classrooms to support effective instruction.

e) Develops assessment and accountability systems to monitor student progress;	Utilizes little or no student data to monitor student progress and provides teachers and other stakeholders little or no access to data as the law allows, access to a minimal amount of data, or access to data upon request only. Provides minimal time or support/guidance for teachers to collaboratively review and analyze data, and to identify and address the instructional implications for individuals and groups of students.	Occasionally reviews data, uses it in a limited or superficial manner to monitor student progress, and provides teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allows. Provides periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data, and to identify the instructional implications for individuals or groups of students.	Reviews data, uses it to monitor student progress, and provides teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allows. Provides regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data, and to identify the instructional implications for individuals or groups of students.	Systematically reviews data, consistently and effectively uses it to monitor student progress, and provides teachers and other stakeholders comprehensive access to data from multiple and varied sources as the law allows. Each group is encouraged to contribute additional relevant data. Provides dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

f) Develops the instructional and leadership capacity of staff;	Attempts to establish a culture of distributed leadership within the school, district, and community. Has minimal expectations for staff to take a role in decision making and serve in leadership roles. There is little or no evidence of capacity building related to distributed leadership.	Begins to establish a culture of distributed leadership within the school, district, and community, or to sustain the established culture with mixed results. Has limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Capacity building related to distributed leadership is limited to only a few staff and/or stakeholders.	Establishes a culture of distributed leadership within the school, district, and community. Has expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Appropriate capacity building related to distributed leadership is established, and opportunities for shared leadership with staff and other stakeholders are routinely provided.	Establishes and sustains a culture of distributed leadership within the school, district, and community. Has expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Extensive capacity building related to distributed leadership is established, and there are consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.
g) Maximizes time spent on quality instruction;	Focuses teacher and organization time to support quality instruction and student learning, but allows interruptions during the school day to disrupt instructional time.	Makes efforts to eliminate interruptions during the school day and adjusts the master schedule to encourage collaboration time for teachers.	Minimizes interruptions during the school day, adjusts the master schedule to provide some collaboration time for all teachers, and monitors students' time on task in classrooms.	Manages time in ways that assure teaching and learning are the school's top priority. This includes implementing procedures that prohibit unnecessary interruptions during the school day, providing sufficient time in the master schedule for collaboration time for all teachers, and monitoring students' time on task in classrooms as well as teacher use of collaborative time.

h) Promotes the use of the most effective and appropriate technologies to support teaching and learning;	Is aware of few or none of the effective and appropriate technologies that support teaching and learning, and does not support funding for these tools given the resources available.	Is aware of many of the most effective and appropriate technologies that support teaching and learning and responds to requests for their purchase/use in some classrooms given the resources available.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, funds purchase of these tools when possible, and promotes their use in many classrooms given the resources available.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, seeks and acquires funding for the purchase of these tools, provides professional development to give teachers the skills needed to implement the tools effectively, and promotes their use in all classrooms given the resources available.
i) Monitors and evaluates the impact of instruction.	Reviews individual student, classroom, and/or school data in order to monitor and evaluate the impact of instruction. Minimal time or support/guidance is provided for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	Reviews school data and does not use classroom and individual student data to monitor and evaluate the impact of instruction. Periodic time and/or a limited amount of support/guidance provided for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Regularly reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction. Regularly schedules time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Consistently and systematically reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction. Dedicates scheduled time, and comprehensive support/guidance is provided, for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

Standard #2: Instructional Improvement

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
- What strategies are used to nurture a culture of collaboration, trust, and shared responsibility for student learning? - How is the fidelity of implementation of district curriculum guides supported and monitored? - What strategies are provided to staff to differentiate instruction including appropriate instructional interventions? - What data sources are utilized to inform stakeholders and decision makers? - What strategies are used to build leadership capacity in others? - What strategies are used to advocate for acquiring technology and integrating its use into teaching and learning?	- Structure of staff in-service time (agendas, notes, pictures) - Mini-observations (log or notes) - Staff in-service agendas and notes reflect use of curriculum pacing guides linked to staff development activities - Descriptions/schedules of clubs, activities, or other programs that support student development in non-academic areas - Site Council notes - Staff development, committee, and team documents (agenda, data sharing, SIP sharing) - Master schedule and meeting schedule - Positive Behavior and Intervention Support Handbook, (expectations, teaching schedules, acknowledgment system, and correction system) - Team agendas/structures that manage group and individual interventions for students - Student survey results - Professional Development Plan - Examination, reflection, analysis, and application of data (walk-through, universal screenings, Ed walks, OAKS, Achievement Compact data)
Central Office Administrators – Guiding Questions	Central Office Administrators – Examples of Evidence
- What strategies are used to nurture a culture of collaboration, trust, and shared responsibility for student learning? - How is the fidelity of implementation of district curriculum guides supported and monitored? - What strategies are provided to administrators to differentiate instruction including appropriate instructional interventions? - What data sources are utilized to inform stakeholders and decision makers? - What strategies are used to build leadership capacity in others? - What strategies are used to advocate for acquiring technology and integrating its use into teaching and learning?	- Structure of Principal/Joint Admin meetings - Principal meeting/Joint Admin meeting notes - Instructional Leadership Team training plans/SIP Supporting Activities documents - Initiative team documents - Examination, reflection, analysis, and application of data (walk-throughs, universal screenings, Ed walks, OAKS, Achievement Compact data) - Professional Development Plan

Standard 3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
a) Monitors and evaluates the management and operational systems;	Rarely monitors routines, processes, and procedures and rarely collects and analyzes data in order to gauge their effectiveness and to identify and plan for areas of improvement.	Occasionally monitors routines, processes, and procedures and periodically collects and analyzes a variety of data in order to gauge their effectiveness and to identify and plan for areas of improvement.	Regularly monitors routines, processes, and procedures, and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	Systematically monitors routines, processes, and procedures, and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
b) Obtains, allocates, aligns, and efficiently uses human, fiscal, and technological resources;	Limits awareness of school, district, and external resources (human, fiscal, and technological) and rarely obtains, allocates, or aligns those resources to district and school goals. Develops, implements, or modifies school budgets.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and occasionally obtains, allocates, and aligns those resources to district and school goals. Occasionally develops, implements, and modifies school budgets that are somewhat aligned with school and district priorities.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and regularly obtains, allocates, and aligns school and district resources to district and school goals in order to create a safe and efficient learning environment for all students and staff. Regularly develops, implements, and modifies school budgets that usually align with school and district priorities.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and systematically obtains, allocates, and aligns those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff. Systematically develops, implements, and modifies school budgets that consistently align with school and district priorities.

c) Promotes and protects the welfare and safety of students and staff;	Considers the physical safety of students and staff, maintains and/or implements a current school safety plan, or the plan in place ensures physical safety of students and staff.	Maintains and implements a school safety plan that is monitored on a regular basis. Problems are confronted and resolved in a timely manner. An emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas, and office settings. Strives to provide appropriate emotional support to staff and students. Policies clearly define acceptable behavior and demonstrate acceptance for diversity of ideas and opinions.	Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances. Proactively monitors and adjusts the plan in consultation with staff, students, and outside experts. Assumes responsibility for the social, emotional, and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety; and reinforces protective factors that reduce risk for all students and staff.	Is proficient AND serves as a resource for others in leadership roles beyond the school that are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response, and recovery. Proficient AND makes social, emotional, and intellectual safety a top priority for staff and students. The leader ensures that students and staff are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.
d) Develops the capacity for adaptive leadership;	Practices little or no monitoring of the implementation of the school improvement plan through data collection and analysis.	Practices limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments as needed.	Practices regular reflection on and monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.	Practices regular reflection on and comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.
e) Ensures teacher and organizational time is focused to support quality	Involves little or no staff in the decisions about professional learning, including	Involves staff in limited engagement when selecting and/or designing professional	Appropriately engages staff in selecting and/or designing professional	Actively engages staff in selecting and designing professional learning

| instruction and student learning. | leading it.

Limited time provided for staff collaboration and professional learning. | learning opportunities, and staff are sometimes involved with delivering professional learning.

Professional learning focuses to support quality instruction and student learning but only limited time is provided and protected for staff collaboration and professional learning. | learning opportunities, and staff is regularly involved with delivering professional learning.

Professional learning focuses to support quality instruction and student learning, and adequate time is provided and protected for staff collaboration. | opportunities, and staff are frequently involved with delivering professional learning.

Professional learning is focused to support quality instruction and student learning, and extensive time is provided and protected for staff collaboration and professional learning. |

Standard #3: Effective Management

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
- What strategies are used to determine effectiveness of school operations? (Does the school run in an orderly fashion so that the organization can achieve its mission? Is there clear communication to staff regarding expectations and school procedures? Is there a functional culture that allows the organization to accomplish its mission?) - How are school resources aligned to school priorities? - What strategies are used to implement a proactive student management system? - How is the effectiveness of the student management system monitored? - How are school safety/emergency procedures taught and monitored for effectiveness? - How is progress on school goals monitored and what strategies are used to adjust when needed? - What strategies are used to ensure that time is prioritized for quality teaching and student learning?	- School governance structure (leadership team, communication system, meeting structures [frequency, protocols]) - Master schedule and meeting schedule - Budget monitoring tools - Positive Behavior and Intervention Support Handbook, (expectations, teaching schedule, acknowledgment system and correction system) - Team agendas/structures that manage group and individual interventions for students - Safety Committee meeting agendas and notes - Staff development documents (agenda, data sharing, SIP sharing, presentations) - Staff in-service agendas and notes reflect use of curriculum guides linked to staff development activities - Mini-observations (log or notes) - Site Council notes
Central Office Administrators – Guiding Questions	Central Office Administrators – Examples of Evidence
- What strategies are used to determine effectiveness of school/district operations? (Does the school/district run in an orderly fashion so that the organization can achieve its mission? Is there clear communication to staff regarding expectations and school/district procedures? Is there a functional culture that allows the organization to accomplish its mission?) - How are school/district resources aligned to school priorities? - What strategies are used to implement a proactive student management system? - How is the effectiveness of the student management system monitored? - How are school/district safety/emergency procedures taught and monitored for effectiveness? - How is progress on school/district goals monitored and what strategies are used to adjust when needed? - What strategies are used to ensure that time is prioritized for quality teaching and student learning?	- District governance structure (School Board, Cabinet, Instructional Leadership Team, communication system, meeting structures [frequency, protocols]) - Structure of Principal/Joint Admin meetings - Budget monitoring tools - Principal meeting/Joint Admin meeting notes - Instructional Leadership Team (agendas, data sharing, action plans) - Initiative team work (agendas, meeting notes, training materials) - School observations (log or notes) - Mid-year formative evaluation

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and 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.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
a) Collects and analyzes data pertinent to equitable outcomes;	Develops a school improvement plan in isolation or with minimal collaboration using little data. The plan is not focused on equitable outcomes and minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Practices little or no collection and analysis of data to measure progress toward the goals in the school improvement plan.	Develops a school improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes and partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Practices limited or periodic collection and analysis of data to measure progress toward the goals in the school improvement plan.	Develops a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Regularly collects and analyzes data to measure progress toward the goals in the school improvement plan.	Develops a school improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the school improvement plan.

| **b)** Understands and integrates the community's diverse cultural, social, and intellectual resources; | Implements minimal plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to communicate and implement the school's vision.

Limited, minimally functional systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals. | Implements limited or basic plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to communicate and implement the school's vision.

Basic, semi-functional, systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals. | Develops and implements adequate plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to more regularly communicate and implement the school's vision.

Solid, functional systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals. | Develops and implements comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to more extensively communicate and implement the school's vision.

Comprehensive systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals. |
|---|---|---|---|---|

c) Builds and sustains positive relationships with families and caregivers.	Initiates or responds to few opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to some opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to many opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to multiple and varied opportunities for school-family/caregiver collaborations and partnerships and builds positive relationships with families and caregivers. Comprehensive systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.

Standard #4: Inclusive Practice

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
• What data is used to inform school improvement plan and set school growth goals? • What strategies are used to integrate the community's diverse social, cultural and intellectual resources? • How are relationships built and sustained with staff, students, families, caregivers, and community partners?	• Data extracts and School Improvement Plan (SIP) • Site Council notes • Staff meeting documents (agenda, data sharing, SIP sharing) • School communications (website, newsletter, school communication plan) • School program descriptions • Family involvement education/activities (invitations, communications, agendas)
Central Office Administrators – Guiding Questions	**Central Office Administrators – Examples of Evidence**
• What data is used to inform district improvement plan and set school growth goals? • How are partnerships developed with the community to bring in more support for schools? • What strategies are used to integrate the community's diverse social, cultural and intellectual resources into the schools? • How are relationships built and sustained with staff, students, families, caregivers, and community partners?	• Data extracts and District Improvement Plan • Cabinet and Instructional Leadership Team notes • Principal and Joint Admin meeting documents (agenda, data sharing, SIP sharing) • District communications (website, newsletter, school communication plan) • District/School program descriptions • School communication as evidence of family involvement education/activities (invitations, communications, agendas) • Meetings notes with partners • Grant applications

Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
a) Ensures a system of accountability for every student's academic and social success;	Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.	Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student's academic and social success.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.

b) Models principles of self-awareness, reflective practice, transparency, and ethical behavior;	Models ethical behavior and/or transparency and rarely engages educators in reflective dialogue.	Models ethical behavior and transparency, models reflective practice and self-awareness, and engages educators in reflective dialogue.	Models ethical behavior and transparency, practices reflective practice and self-awareness, and engages some educators in the school in ongoing reflective dialogue.	Consistently models ethical behavior and transparency, weaves reflective practice and self-awareness into the culture and codes of the school, and models and provides a supportive environment for engaging all educators in the school in ongoing reflective dialogue.
c) Safeguards the values of democracy, equity and diversity;	Collects and analyzes data in order to gain knowledge of the diverse school community, its needs, and resources.	Collects and analyzes data that is varied and from multiple sources in order to gain basic knowledge of the diverse school community and its needs and resources, and uses the analysis to encourage the values of democracy, equity, and/or diversity.	Collects and analyzes data that is varied and from multiple sources in order to gain adequate knowledge of the diverse school community and its needs and resources, and uses this analysis to safeguard the values of democracy, equity, and diversity.	Systematically collects and analyzes data that is varied and from multiple sources in order to gain extensive knowledge of the diverse school community and its needs and resources, and used this analysis to continually safeguard the values of democracy, equity, and diversity.
d) Evaluates the potential ethical and legal consequences of decision-making;	Makes use of potential ethical and legal consequences as part of the decision making process in the school.	Makes use of potential ethical and legal consequences as part of the decision making process in the school.	Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.	Consistently evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.

e) Promotes social justice and ensures that individual student needs inform all aspects of schooling.	Is aware of few of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, and makes minimal use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains an incomplete or ineffective system to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.	Is aware of some of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, and makes limited use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains a limited or ambiguous system to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.	Is aware of many of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, and uses these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains an appropriate evaluation system, but it is not consistently used to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.	Is aware of a variety of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, maximizing the use of these resources consistently to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains a comprehensive system, and it is consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.

Standard #5: Ethical Leadership

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
- How is student progress tracked throughout the year to ensure students are making progress? - What data is collected and how is data used to support student success? - How are school staff members supported in using data to make instructional decisions for students? - How is collected data used within teams to access interventions and supports for students? - What strategies are used to develop self-awareness around equity, inclusive practices, transparency and reflective practices? - What data is collected to assess equity needs of school? - How is data used to inform decisions that safeguard the values of democracy, equity, and diversity?	- Staff meetings/in-service agendas, team notes, completed goal setting/goal reflection forms from staff - Description of/documents showing data collection system - Team procedures and processes documenting how data informs team decisions - Reflective journal/working notes - Site Council meeting notes - School Improvement Plan (SIP) training plans and activities - School survey (360° feedback) - Professional Growth Plan - Master Schedule
Central Office Administrators – Guiding Questions	Central Office Administrators – Examples of Evidence
- How is student progress tracked throughout the year to ensure students are making progress? - What data is collected and how is data used to support schools as they work to support students? - How are school staff members supported in using data to make instructional decisions for students? - How is collected data used to support schools in developing systems that facilitate access to interventions and supports for students? - What strategies are used to develop self-awareness around equity, inclusive practices, transparency and reflective practices? - What data is collected to assess equity needs of district and its schools? - How is data used to inform decisions that safeguard the values of democracy, equity, and diversity?	- Principal meeting/Joint Admin meeting agendas, group notes, completed goal setting/goal reflection forms from staff - Description of/documents showing district data collection systems - District procedures and processes documenting how data informs team decisions - Cabinet/Instructional Leadership Team agendas, meeting notes or data review documents - School survey (360° feedback) - District/School Improvement Plans (SIP) analysis Instructional Leadership Team training plans/SIP Supporting Activities documents - Professional Growth Plan - Schools-Master Schedules - Principal survey (360° feedback) - Reflective journal/working notes

Standard #6: Socio-Political Context
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
a) Advocates for children, families, and caregivers;	Seeks appropriate provisions to ensure equitable opportunities for success for every student.	Plans for components and changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs to enable every student to meet educational expectations and policy goals.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs while also training others to advocate for equity and appropriate provisions to ensure opportunities for success for every student.
b) Acts to influence local, district, state, and national decisions affecting student learning;	Seeks relationships with stakeholders and policy makers regarding education.	Identifies key leaders among stakeholders and policymakers who can influence local, district, state, and national decisions affecting student learning	Develops relationships with a range of stakeholders and policymakers to identify and influence local, district, state, and national decisions affecting student learning.	Actively develops relationships with and teaches others the techniques for developing relationships across a range of individuals to identify and influence local, district, state, and national decisions affecting student learning.
c) Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Is aware of emerging trends and initiatives and how these might impact education.	Keeps up with emerging trends and initiatives.	Routinely assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Consistently assesses, analyzes, and collaborates with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.

Standard #6: Socio-Political Context

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
- What strategies are used to stay current with political trends, educational policy and state priorities in education? - What strategies are used to advocate for equity in educational opportunities, and for programs and services for those whose circumstances interfere with accessing education? - What strategies are used to advocate locally and/or beyond for decisions regarding student learning?	- Initiative team work, professional learning team work, professional research and learning, both individually or through classes - Communications to families and the community - District committee work - Professional groups, political participation, professional affiliations - Professional Growth Plan
Central Office Administrators – Guiding Questions	**Central Office Administrators – Examples of Evidence**
- What strategies are used to stay current with political trends, educational policy and state priorities in education? - What strategies are used to advocate for equity in educational opportunities, and for programs and services for those whose circumstances interfere with accessing education? - What strategies are used to advocate locally and/or beyond for decisions regarding student learning?	- Initiative team leadership work, professional learning team work, professional research and learning, both individually or through classes - Communications to families and the community - District and regional committee work - Professional groups, political participation, professional affiliations - Professional Growth Plan

Parkrose School District Administrator Log of Professional Development Activities

Please complete this log to document all professional development. This log will be used to help plan your on going professional development, and <u>must</u> be submitted to Human Resources prior to license renewal.

Administrator's Name: _____ **Account #:** _____

Activity Name	Date Completed	Standard(s)	# of PDUs

Total Number of PDUs =	

Standards of Professional Learning:	Notes:	PDUs required for renewal:
*<u>Standards of Professional Learning</u>: List the number of the appropriate standards 1 = Learning Communities 2 = Leadership 3 = Resources 4 = Data 5 = Learning Designs 6 = Implementation 7 = Outcomes	<u>Notes:</u> One clock hour = one PDU One quarter hour of college credit = 20 PDUs One semester hour of college credit = 30 PDUs	<u>PDUs required for renewal:</u> 75 for final 3-year licenses 125 for final 5-year licenses 30 for Subs and Restricted Subs (by 2015)

*TSPC - Standards for Professional Learning, ORS 342

PRSD Evaluation: Quickstart Guide

		What do I do?	When?
Step 1	*Self-Reflection* • *PRSD Administrator Self-Reflection; page 25*	*Analyze your own professional practice and the learning and growth of your students in preparation for goal setting.*	*Contract: Prior to the October meeting with your evaluator* *Probationary: Prior to the October meeting with your evaluator*
Step 2	*Goal Setting* • *PRSD Administrator Student Growth and Professional Goals Form; page 27*	*Meet with your evaluator to set both professional practice and student learning goals.*	*Contract: by **October 15*** *Probationary: by **October 15***
Step 3	*Observation and Collection of Evidence* • *PRSD Administrator Observation Feedback Form; page 32*	*You and your evaluator collect evidence of your professional practice, professional responsibilities and student learning.*	*Contract: Last observation by **June 1*** *Probationary: Last observation by **February 15***
Step 4	*Formative Assessment/Evaluation*	*Meet with your evaluator to review your performance against the standards and your students' progress toward your goals, and make adjustments as needed.*	*Contract: Throughout the school year with your mid-year meeting by **January 31*** *Probationary: Throughout the school year with your mid-year meeting by **December 15***
Step 5	*Summative Evaluation* • *PRSD Administrator Summative Evaluation Form; page 33*	*Your evaluator assesses your performance against the standards of practice and your attainment of your goals.*	*Contract: by **June 15*** *Probationary: by **March 1***