

**KISD ADMINISTRATIVE PROFICIENCY - # 1  
LEARNER-CENTERED LEADERSHIP**

Learner-centered leadership implies that learning for all is maximized and that progressive, proactive efforts to lead learning are evident.

Indicators:

- A. Guides learning community in development of district’s beliefs and goals in a manner that reflects each students’ needs for academic achievement and success in life.
- B. Takes positive action to make the district’s beliefs and goals tangible.
- C. Models collaborative planning, implementation, assessment, and ongoing modification of strategies to achieve mission.
- D. Creatively and effectively allocates resources (money, time, facilities, technology, volunteers...)
- E. Provides leadership to solve problems creatively and support responsible risk taking.
- F. Encourages self-management and facilitates the development of leadership among all members of the learning community.
- G. Builds relationships both within the campus or department and the community as a whole that are supportive of the district’s mission and promote the successful attainment of that mission.
- H. Applies effective and appropriate strategies for staff supervision.
- I. Follows the Code of Ethics and Standard Practices for Texas Educators and bases daily decisions on ethical principles.
- J. Prepares or supervises the preparation of reports, records, tests, and all other required or appropriate paperwork.

**Summative Conference Notes**

The administrator and the supervisor write comments about the administrator’s performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or evidence:

Administrator’s Comments:

Supervisor’s Comments:  Exceeds Expectations  Meets Expectations  Below Expectations

**KISD ADMINISTRATIVE PROFICIENCY - #2  
LEARNER-CENTERED CLIMATE**

Learner-centered climate is a climate of mutual trust and respect which enables all members of the learning community to seek and attain excellence.

Indicators:

- A. Establishes and models atmosphere of clear communication, openness, trust, and mutual respect for the entire Keller ISD learning community.
- B. Promotes active leadership by promoting site-based decision making to achieve the campus/district beliefs and goals.
- C. Fosters team building among staff to encourage the dynamic exchange of ideas and sharing of resources.
- D. Celebrates innovations and accomplishments of all the learning community.
- E. Acts appropriately to maintain the safety and welfare of the learning community members.

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Statement or Evidence:

Administrator's Comments:

Supervisor's Comments:     Exceeds Expectations         Meets Expectations         Below Expectations

**KISD ADMINISTRATIVE PROFICIENCY - #3  
LEARNER-CENTERED CURRICULUM AND INSTRUCTION**

The administrator facilitates the implementation of a sound curriculum and appropriate instructional strategies designed to promote optimal learning for all students.

Indicators:

- A. Applies a thorough understanding of human development, learning theories, and appropriate instructional strategies designed to promote optimal learning for all students.
- B. Understands and supports district curriculum design, alignment and curriculum writing/renewal process.
- C. Employs collaborative planning processes to facilitate curricular improvement aligned with campus and district goals.
- D. Encourages all members of the learning community to use critical thinking, creativity, and problem solving as tools to build a greater understanding of the world.
- E. Systematically assesses curriculum and instruction to ensure that both are continually updated and adjusted to achieve optimal student learning.
- F. Support the learning community by encouraging a variety of learning experiences and facilitating effective uses of time and resources.
- G. Observes and monitors classroom instruction in order to support teachers as they implement the district curriculum.
- H. Encourages teachers to integrate assessment and teaching to ensure that relevant learning opportunities are provided for all learners.
- I. Engages all members of the community in sharing knowledge about the curriculum and learners to ensure continuity as student's progress through the school system.

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**KISD ADMINISTRATIVE PROFICIENCY - #4  
LEARNER-CENTERED PROFESSIONAL DEVELOPMENT**

The administrator demonstrates a commitment to student learning through a personal growth plan and fosters the professional development of all staff in the learning community.

Indicators:

- A. Actively promotes the growth and wellness of the learning community.
- B. Creates a comprehensive plan for professional development of self and staff.
- C. Facilitates participation in priority activities articulated in an improvement plan.
- D. Schedules time for staff members to reflect, to work together, and plan for their own professional growth.
- E. Uses ongoing assessment to ensure that professional development activities are based on the changing needs of the learning community and that they are effective in promoting student learning.
- F. Uses self-assessment to identify areas for personal professional growth.
- G. Pursues professional development activities at the application or mastery level.
- H. Develops an identity as a professional, interacts with other professionals, and develops a personal commitment to growth which is aligned with district goals and initiatives.
- I. Documents actions that support implementation of personal/professional growth plans.
- J. Acts as a resource to other institutions and organizations.

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**KISD ADMINISTRATIVE PROFICIENCY - #5  
LEARNER-CENTERED COMMUNICATION**

Learner-centered communication implies effective internal and external communication, fostering collaborative educational efforts among members of the total school community, including staff, parents, students, community members, and the media.

Indicators:

- A. Promotes the organization effectively in a variety of contexts, (i.e., meetings with staff, communication with parents, public relations techniques).
- B. Clearly articulates the beliefs, mission, and goals of the school district through the beliefs, missions, and goals of the individual campuses.
- C. Develops systems for ensuring effective ongoing communication within the school community, including input from all stakeholders.
- D. Uses technology to promote effective communication.
- E. Models and encourages honest open and interactive communication.

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**KISD ADMINISTRATIVE PROFICIENCY - #6**  
**LEARNER CENTERED PROFESSIONAL BEHAVIOR & ETHICAL CONDUCT**

Learner-centered professional behavior and ethical conduct implies a commitment to the highest professional and ethical behavior within the organization and with our public.

- A. Complies with all policies, operating procedures, and legal requirements expected in the position.
- B. Complies with the Professional Code of Ethics and Standard Priorities for Texas Educators.
- C. Supports decisions of the organization and accepts responsibility for implementation at their applicable level.
- D. Directs activities and functions of their campus or department in a way that is consistent with the district's beliefs, goals and expectations.
- E. Complies with verbal and written directives.
- F. Models behaviors outlined in the KISD District Expectations.

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**KISD ADMINISTRATIVE PROFICIENCY - #7  
EQUITY AND EXCELLENCE FOR ALL LEARNERS**

Equity and excellence for all is promoted by acknowledging, respecting, and responding to diversity among students and staff while building on the shared values and other similarities that bond all people.

Indicators:

- A. Commits to work together in a diverse learning community.
- B. Ensures that all members of the learning community have an equitable opportunity to achieve.
- C. Respects all learners, is sensitive to their needs, and encourages them to use all their skills and talents.
- D. Emphasizes how similarities foster unity among all people.
- E. Actively seeks to eliminate forms of discrimination in the learning community.
- F. Ensures that cross-cultural experiences are an integral part of the learner-centered community, and that the cultures of school families are affirmed.
- G. Uses effective communication and collaboration toward a common purpose.

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**KELLER INDEPENDENT SCHOOL DISTRICT  
APPRAISAL SUMMARY and  
GOAL SETTING DOCUMENT**

**Name:** \_\_\_\_\_ **Date of Conference:** \_\_\_\_\_

**Social Security #:** \_\_\_\_\_ **Campus/Dept.:** \_\_\_\_\_

This document is the official administrator appraisal record for the district. At the summative conference, item 1 will be collaboratively completed by the administrator and supervisor. Item 2 will be completed by the supervisor and **forwarded to the administrator within 10 working days of the summative conference.** The administrator will then complete item 3, sign the form and **return it to the supervisor within 10 working days.** The supervisor will then sign the completed form and forward one copy to the administrator and send the original to Human Resources Department.

**Professional Goal Setting Conference**

1. Describe collaborative goals agreed upon by the administrator and supervisor for professional growth.

2. Summary of the administrator's performance in the selected learner-centered proficiencies, the performance of the administrator's students (where appropriate) and the administrator's implementation of discipline management procedures (where appropriate).

Supervisor's summary:

Administrator's comments/response:

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Updated 11/23/04

Signatures indicate that both parties have reviewed and received a copy of this form. Signature does not necessarily reflect agreement.