

NICE Community School District
INSTRUCTIONAL ADMINISTRATOR EVALUATION
Principals & State & Federal Programs Coordinator

The evaluation system meets the following criteria, as prescribed by law:

- ✓ Student growth and assessment is a significant component of the overall rating.
- ✓ Student growth is measured using research-based measures.
- ✓ Professional competence is determined through multiple direct observations.
- ✓ Results are used to inform professional development for the succeeding year.
- ✓ Ensures that administrators are evaluated annually.
- ✓ Additional items required to be included are denoted with an *

The administrator evaluation system is based on the following criteria:

Student Growth and Achievement	25%
Management	25%
Instructional Leadership	25%
Personal Leadership	25%

The law requires that student achievement & growth represent 25% of the overall rating in 2013-14 and then increase progressively to 40% in 2014-15, and 50% in 2015-16. For 2011-12 and 2012-13, this component will be measured primarily by the ability for the administrator to establish strategies and implement systems that are intended to increase student achievement and growth and evidence supporting the targets identified. Examples may include (1) establishing building-wide targets for achievement growth in core subjects, (2) identifying the measures that will be used to evaluate achievement/growth and (3) professional development and training needed to increase achievement/growth. In 2014 and beyond, the weight for each section will be adjusted in order to meet the 40 and 50% requirement.

Process:

1. The Superintendent will meet with each administrator in the fall. Administrators will review and complete the "Preliminary Goal-Setting" page prior to the conference. This page will be a point of discussion during the pre-conference.
2. The Superintendent will conduct series of informal visits throughout the year to assess each of the criteria on which the administrator will be evaluated.
3. The administrator will complete a self-assessment using the evaluation template. The self-assessment will include evidence that supports the administrator's rating for each category.
4. The Superintendent will meet with the administrator during the month of March to review the self-assessment and any data/evidence collected.
5. The Superintendent will complete the evaluation prior no later than March 15th.
6. If/when it is determined by the Board that salary increases are possible for employees, those administrators rated as effective or highly effective shall be provided said increases or adjustments based on the level of attainment.

STUDENT ACHIEVEMENT GOALS

#	Goals & Objectives	Strategies What specific strategies will the administrator use to achieve these objectives?	Measure What will be the measures of successful attainment of these objectives?	Evidence What evidence will the administrator produce to illustrate the extent to which these target goals were met?	Support What support might be needed from the superintendent?	Discussion & Summary To what extent were target goals met?

STUDENT GROWTH & ACHIEVEMENT (25%)

STUDENT ACHIEVEMENT GOALS			
Highly Effective	Effective	Minimally Effective	Ineffective
Goals and objectives clearly aligned to research and best practice and evidence exists that reflect improvement.	Goals and objectives tied to previous performance and evidence reflects improvement.	Goals and objectives tied to previous performance however not all objectives can be measured.	Little or no evidence exists that supports the connection between goals and results.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

STUDENT ACHIEVEMENT RESULTS – Including AYP Status			
Highly Effective	Effective	Minimally Effective	Ineffective
Consistent record of improved student achievement on multiple indicators of student success; results greatly exceed performance for comparable schools.	Meets performance goals for student achievement. Overall performance improves, as does the achievement of each subgroup of students. Does not confuse effort with results.	Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.	Little to no evidence of improvement; has not taken decisive action in order to improve student achievement.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

STUDENT ATTENDANCE *

Highly Effective	Effective	Minimally Effective	Ineffective
School has average attendance of 95% or greater.	School has average attendance between 93% and 94%.	School has average attendance between 90% and 92%.	School has average attendance of 89% or below.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

MANAGEMENT (25%)**BUDGETING**

Highly Effective	Effective	Minimally Effective	Ineffective
Actively pursues alternative operational strategies and forecasts challenges in order to meet and exceed budget expectations.	Meets budget expectations consistently.	Attempts to work within the confines of the budget, however is not always successful.	Budgeting performance suggests this is a low priority.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PROBLEM-SOLVING

Highly Effective	Effective	Minimally Effective	Ineffective
Evidence of proactive problem-solving relative to departmental priorities, policies and	Effectively responds to changing needs and policies as they arise.	Spends time managing changing needs and policies however is generally responsive rather than proactive.	Difficulty forecasting changing needs and policies.
Evidence:			
[] Highly Effective [] Effective [] Minimally Effective [] Ineffective			

FACILITIES & OPERATIONS

Highly Effective	Effective	Minimally Effective	Ineffective
Building and/or department is consistently clean, organized and all employees demonstrate pride in their work and execute responsibilities in an orderly fashion.	Building and/or department is consistently clean, organized and operates in an orderly fashion.	Building and/or department is generally clean and organized.	Building and/or department appears unorganized and/or disorderly at times.
Evidence:			
[] Highly Effective [] Effective [] Minimally Effective [] Ineffective			

PROFESSIONAL DEVELOPMENT			
Highly Effective	Effective	Minimally Effective	Ineffective
Orchestrates aligned, high quality coaching, workshops, school visits, and other professional learning tuned to staff needs based on student performance.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning challenges.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
Evidence:			
[] Highly Effective [] Effective [] Minimally Effective [] Ineffective			

COMMUNICATION			
Highly Effective	Effective	Minimally Effective	Ineffective
Skillfully and clearly communicates goals to all stakeholders in a manner that elicits support and buy-in.	Uses a variety of communication strategies (e.g. face-to-face, newsletters, websites) to communicate with stakeholders	Has a limited communication repertoire and some key stakeholders are not aware of school goals/expectations.	Is not an effective communicator, and others are often left guessing about policies and direction
Evidence:			
[] Highly Effective [] Effective [] Minimally Effective [] Ineffective			

INSTRUCTIONAL LEADERSHIP (25%)

MISSION & VISION			
Highly Effective	Effective	Minimally Effective	Ineffective
Cultivates ownership of a compelling instructional vision, with specific goals that make plain what the vision looks like in the short-term and long-term. All key decisions are aligned to this vision.	Inspires and gains the commitment of others towards the school's vision, mission, values, and organizational goals.	Promotes a vision of high standards and expectations for all students.	Has a personal vision for the school and student success, but it is disconnected from the beliefs held by many stakeholders.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

CLASSROOM OBSERVATIONS			
Highly Effective	Effective	Minimally Effective	Ineffective
All teachers are visited frequently and receive prompt and helpful feedback. Time spent observing teachers and providing quality feedback is considered sacred.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers during formal observation visits.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

EVALUATION OF TEACHERS & STAFF *

Highly Effective	Effective	Minimally Effective	Ineffective
Prioritizes teacher/staff evaluation over competing commitments and understands the importance of dedicating the time and resources necessary to ensure the accurate evaluation of every.	Uses teacher/staff evaluations to credibly differentiate the performance of teachers in order to develop a clear picture of the strengths and learning needs of each teacher.	Many teachers/staff at the school are evaluated as effective or highly effective.	Most or all teachers/staff at the school are evaluated as effective or highly effective.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

STAFF COLLABORATION

Highly Effective	Effective	Minimally Effective	Ineffective
Establishes a culture of collaboration where teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are widespread and aligned to instructional priorities.	Supports ongoing teacher reflection, conversation, and collaboration by providing sufficient time, tools, and holding collaborative teams accountable for their work.	Promotes collaboration among team members that generally focuses on instruction.	Teacher collaboration is non-existent or not aligned to clear academic priorities.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

MAINTAINING HIGH EXPECTATIONS			
Highly Effective	Effective	Minimally Effective	Ineffective
Empowers teachers and staff to set high and demanding academic and behavior expectations for every student. Students are consistently learning, respectful, and on task.	Sets clear expectations for student academics and behavior, establishing consistent practices across classrooms.	Urges staff to demand academic success and/or good student behavior, but allows different standards in different classrooms.	Accepts poor academic performance and/or student behavior.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PERSONAL LEADERSHIP (25%)

ETHICS			
Highly Effective	Effective	Minimally Effective	Ineffective
Models professional, ethical behavior at all times and expects it from others.	Expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Understand the norms, values, and culture of the organization, but is not always consistent in behaving that way.	Behaves and acts in a way that does not consider the norms, values, and culture of the organization.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

ORGANIZATION AND COMPLIANCE*This includes meeting state/federal reporting requirements and other directives/tasks in a timely manner.*

Highly Effective	Effective	Minimally Effective	Ineffective
Establishes yearly, monthly, weekly, and daily priorities and objectives, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day, but often loses focus on them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PERSONALITY, ATTITUDE & RELATIONSHIPS

Highly Effective	Effective	Minimally Effective	Ineffective
Projects a positive, team-oriented attitude, making all stakeholders (including students and parents) feel supported, respected and valued.	Projects a positive attitude and is respectful of differing opinions and beliefs.	Is personally courteous and respectful.	Has difficulty separating his/her attitude from interpersonal relationships.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

EVALUATION SUMMARY PAGE

Administrator:		School Year:	
Assignment:		Evaluator:	

Criteria	Rating				Score			
	HE (1)	E (.8)	ME (.7)	I (0)	% Possible	X	Rating Weight	Final
Student Growth and Achievement (25%)								
<i>Student Achievement Goals</i>					12	X		
<i>Student Achievement Results</i>					10	X		
<i>Student Attendance*</i>					3	X		
Management (25%)								
<i>Budgeting</i>					5	X		
<i>Problem-Solving</i>					5	X		
<i>Facilities & Operations</i>					5			
<i>Professional Development</i>					5	X		
<i>Communication</i>					5	X		
Instructional Leadership (25%)								
<i>Mission and Vision</i>					5	X		
<i>Classroom Observation</i>					5	X		
<i>Evaluation of Teachers*</i>					5	X		
<i>Staff Collaboration</i>					5	X		
<i>Maintaining High Expectations</i>					5	X		
Personal Leadership (25%)								
<i>Ethics</i>					5	X		
<i>Organization & Compliance</i>					5	X		
<i>Personality & Attitude</i>					5	X		
<i>Soliciting Feedback*</i>					5	X		
<i>Persistence</i>					5	X		
Total:								
Overall Rating: <input type="checkbox"/> Highly Effective 90-100 <input type="checkbox"/> Effective 80-89 <input type="checkbox"/> Minimally Effective 70-79 <input type="checkbox"/> Ineffective 0-69								

Comments by Superintendent & Opportunities for Growth:

Comments by Administrator:

Superintendent's Signature:		Date:	
Administrator's Signature:		Date:	