

*Please Print*

Employee Name: \_\_\_\_\_ Title: \_\_\_\_\_

Location: \_\_\_\_\_ Review Period: \_\_\_\_\_

### ADMINISTRATOR PERFORMANCE EVALUATION FORM

#### ***I. Performance Standards***

The Rudimentary level typically describes that little or no evidence exists for the set of behaviors called for by the specific component. It is important to note that the designation of rudimentary does not necessarily mean that the school leader is not capable overall or not capable of the specific set of behaviors found within the component. Instead, this designation simply means that there is little or not evidence of achievement of the component judged by performance.

The Developing level typically describes limited evidence. The evidence may not address the component in its complexity, may be lacking in breadth or depth, or may be less effective than is expected. For example, the school leader may be aware of the fact that stakeholders should be involved in the decision-making process, but there is only limited evidence that the leader knows when or how to get them involved, or is consistent with this fundamental practice over time.

The Proficient level typically describes clear evidence. The evidence is specific and reasonable, and addresses the complexity of the component. At times, the evidence may be somewhat uneven, with specific features within the component addressed more effectively than others. In general, the evidence shows that the school leader knows what to do and does it.

The Accomplished level typically describes clear, convincing, and consistent evidence. The evidence is very specific, and credible. It is comprehensive and thoughtful, presenting an integrated, highly effective approach to the behaviors specified in the component.

Standards of Performance	Rudimentary	Developing	Proficient	Accomplished
<b><i>Standard 1: The Vision of Learning</i></b>				
Developing the Vision				
Communicating the Vision				
Implementing the Vision				
Monitoring and Evaluating the Vision				
<b><i>Overall Rating</i></b>				
<b><i>Standard 2: The Culture of Teaching and Learning</i></b>				
Valuing Students and Staff				
Developing and Sustaining the Culture				
Ensuring an Inclusive Culture				
Monitoring and Evaluating the Culture				
<b><i>Overall Rating</i></b>				
<b><i>Standard 3: The Management of Learning</i></b>				
Making Management Decisions to Ensure Successful Teaching and Learning				
Developing Procedures to Ensure Successful Teaching and Learning				
Allocating Resources to Ensure Successful Teaching and Learning				
Creating a Safe, Healthy Environment to Ensure Successful Teaching and Learning				
<b><i>Standard 4: Relationships with the Broader Community to Foster Learning</i></b>				
Understanding Community Needs				
Involving Members of the Community				
Providing Opportunities for the Community and School to Serve Each Other				
Understanding and Valuing Diversity				
<b><i>Overall Rating</i></b>				
<b><i>Standard 5: Integrity, Fairness, and Ethics in Learning</i></b>				
Demonstrating a Personal and Professional code of Ethics				
Understanding One's Impact on the School and Community				
Respecting the Rights and Dignity of All				
Inspiring Integrity and Ethical Behavior in Others				
<b><i>Overall Rating</i></b>				

<b>Standard 6: The Political, Social, Economic, Legal and Cultural Context of Learning</b>				
Operating Schools on Behalf of Students and Families				
Communicating Changes in Environment to Stakeholders				
Working Within Policies, Laws and Regulations				
Communicating with Decision-Makers Outside the School Community				
<b>Overall Rating</b>				

**II Current Year Work Plans and Attainment**

Plan 1:

Plan 2:

Plan 3:

**III Overall Summary of Performance:**

Reviewing Administrator/Superintendent Signature:

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

*Per article---of the Master Agreement, I elect/do not elect to provide feedback. I understand that my signature may or may not constitute agreement with the content of this evaluation. It will made part of my personnel record.*

Employee Signature:

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