

THREE VILLAGE CSD



ADMINISTRATIVE PERFORMANCE APPRAISAL SYSTEM

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This Administrative Performance Appraisal Plan has been developed in a cooperative effort between District Administration and representatives of the Three Village School Administrative Association. The system is based on professionals working together in the process of continual improvement of teaching and learning. To this end, this performance appraisal plan supports professional growth, and fosters collegiality, with the goal of leading to the development of a true "community of learners".

The Commissioner of Education announced that an agreement has been reached with the statewide teachers' union, New York State United Teachers, and the United Federation of Teachers to propose legislation which will require a portion of the evaluation of teachers and principals to be based upon student performance. This proposed change will amend education law by adding a new section 2012-C and is anticipated to take effect in September 2011. At this writing, we are waiting for specific guidance from the State Education Department to fully incorporate the proposed legislation into our administrative evaluation and improvement plan.

Administrative Performance Appraisal Committee:

<i>Dr. Alan Baum</i>	<i>Principal, Ward Melville High School</i>
<i>Sarah Bradshaw</i>	<i>Global Language Chair, P. J. Gelinas Junior High School</i>
<i>Gail Casciano</i>	<i>Principal, Nassakeag Elementary School</i>
<i>Mary Castiglie</i>	<i>Assistant Principal, Ward Melville High School</i>
<i>Dr. Gary Dabrusky</i>	<i>Assistant to the Superintendent for Human Resources</i>
<i>Laurie DeVore</i>	<i>Executive Director of Pupil Personnel Services</i>
<i>Gus Hueber</i>	<i>Principal, P. J. Gelinas Junior High School</i>
<i>Cathy Duffy</i>	<i>English Chair, R. C. Murphy Junior High School</i>
<i>Dr. Marnie Kula</i>	<i>Science Chair, Ward Melville High School,</i>
<i>Nathalie Lilavois</i>	<i>Principal, Mount Elementary School</i>
<i>Cheryl Pedisich</i>	<i>Deputy Superintendent</i>
<i>Anne Rullan</i>	<i>Executive Director Curriculum and Instruction</i>
<i>Vincent Vizzo</i>	<i>Principal, R. C. Murphy Junior High School; TVSAA President (Honorary Member)</i>

Original Committee Members:

<i>Dr. Mara Bollettieri</i>	<i>Former Assistant Superintendent for Human Resources</i>
<i>B. Allen Mannella</i>	<i>Interim Assistant Superintendent for Human Resources</i>
<i>Dr. Paul Gold</i>	<i>Ward Melville High School, Assistant Principal</i>

THREE VILLAGE CSD is committed to providing an educational environment which will enable each student to achieve a high level of academic proficiency and to become a well-rounded individual who is an involved, compassionate, responsible citizen. To this end, the Administrative Performance Appraisal System focuses on providing high quality, research-based, nurturing, challenging, and engaging experiences that enhance student achievement.

The District has an obligation to...

- Select and develop administrators who share the District's core beliefs
- Establish clear expectations for staff performance
- Provide the resources and support for staff to be successful
- Establish a learning environment that makes staff feel self-fulfilled, productive, and valuable
- Provide feedback and challenge administrators to continually learn and improve

We believe that...

- The improvement of instruction is a responsibility that is shared by all professional staff, and serves as the focus of the appraisal process
- All administrative members are committed to continuous improvement of professional performance
- The appraisal process is designed to recognize and promote excellence in teaching and learning
- All faculty members recognize the benefits of professional development to achieve the goals of the Three Village CSD
- Appraisal of performance will assist faculty members and administrators in clarifying and establishing performance expectations, specific duties, responsibilities and establishing a system of support and collaboration
- Appraisal of performance is positive in nature and intent in that it recognizes strengths and provides a means for support and improvement
- Appraisal of performance is based on a cooperative spirit and open communication
- Appraisal of performance must be applied consistently throughout the District
- Appraisal of performance reassures all stakeholders (teachers, administrators, students, parents, legislators) that good work is occurring in the Three Village CSD

Highlights of the Appraisal System:

- The system clearly defines expectations of leadership and provides a common language for all administrators
- This system is based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards and includes elements in four domains:
 - *Instructional Leadership*
 - *Cultural Leadership*
 - *Management Practices*
 - *Strategic Leadership*
- Standards of Leadership Domains are outlined in a rubric format and have performance levels for each element
- The system acknowledges the varying roles, responsibilities and expectations of effective leadership for all administrators serving in the District
- The system clearly defines a process for providing professional support and guidance, when needed
- The administrator and supervisor work together to create professional goals, based upon the standards of leadership, within a mutually agreeable timeline
- All administrators will have the opportunity to engage in a continuous process of self-reflection and professional development
- All administrators are encouraged to design goals using the framework of Instructional Leadership, Cultural Leadership, Management Practice and Strategic Leadership to encourage administrative input into their own professional growth and to form a basis for measurable growth for self-evaluation

Adapted from:

Interstate School Leaders Licensure Consortium referred to as ISLLC

Reeves, Douglas B. (2009), Second Edition, Corwin Press, *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Result*

Enhancing Professional Practice: A Framework for Teaching, C. Danielson, 1996.

Teacher Evaluation: To Enhance Professional Practice, C. Danielson and T. McGreal, 2000.



OVERVIEW OF ADMINISTRATIVE EVALUATION PROGRAM

STANDARDS FOR EFFECTIVE LEADERSHIP

- Instructional Leadership ▪ Cultural Leadership ▪ Management Practice ▪ Strategic Leadership

Administrative Chairs/ Non-Tenured Teachers	Administrative Chairs/ Tenured Teachers	Non-Tenured Administrators	Tenured Administrators
<p>Who:</p> <ul style="list-style-type: none"> • Any non-tenured teacher serving as a chairperson <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To improve student achievement • To provide feedback on professional issues • To focus on school improvement initiatives • To provide opportunities for self-reflection <p>Requirements:</p> <ul style="list-style-type: none"> • Two formal observations as a teacher (October 20-June 1) • Administrative Mentor Program • Mid-year evaluation as a teacher (January 15) • Mid-year evaluation as a chairperson (January 15) • End of year Self-Reflection (June 1) Teacher/Chair • End-of-year evaluation as a teacher/chair (June 1-20) • End-of-year summative evaluation as a chairperson; conference with principal/director (July 15-August 15) 	<p>Who:</p> <ul style="list-style-type: none"> • Any tenured teacher serving as a chairperson <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To improve student achievement • To provide feedback on professional issues • To focus on school improvement initiatives • To provide opportunities for self-reflection <p>Requirements:</p> <ul style="list-style-type: none"> • Self-Reflection • Mid-year evaluation as a chairperson (January 15) • End-of-year Self-Reflection (July 15) • End-of-year summative evaluation as a chairperson (July 15-August 15) 	<p>Who:</p> <ul style="list-style-type: none"> • Any non-tenured administrator in a tenure track position. <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To improve student achievement • To provide feedback on professional issues • To focus on school improvement initiatives • To provide opportunities for self-reflection <p>Requirements:</p> <ul style="list-style-type: none"> • Mid-year evaluation (January 15) • Self-Reflection • End-of-year Self-Reflection (July 15) • End of year summative evaluation (July 15-August 15) 	<p>Who:</p> <ul style="list-style-type: none"> • Any tenured administrator <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To improve student achievement • To provide feedback on professional issues • To focus on school improvement initiatives • To provide opportunities for self-reflection <p>Requirements:</p> <ul style="list-style-type: none"> • Self-Reflection (July 15) • End-of-year summative evaluation (July 15-August 15)



Three Village Central School District

PROFESSIONAL SUPPORT FOR BOTH TENURED ADMINISTRATORS AND CHAIRS WITH TEACHER TENURE

PURPOSE

The purpose of Professional Support is threefold:

- provide assistance in Standards of Leadership
- provide the opportunity to seek assistance in any of the Standards of Leadership
- assure demonstration of Standards of Leadership

INDICATORS OF NEED: In consultation with appropriate administrators, the supervising administrator will indicate a need for Professional Support, as a result of previous evaluations and interventions.

The purpose of the Support Plan is to provide more specific guidance and assistance for the resolution of concerns. The identified support plan will be discussed at an initial meeting to be held within ten working days after notification of the need for formal assistance. Whenever possible, implemented procedures and time lines will be established collaboratively.

MEMBERSHIP OF THE SUPPORT TEAM may include the following:

- supervising administrator and/or building administrator
- union representative
- exemplary administrator(s) collaboratively selected by the administration, the administrator involved, and the TVSAA
- others as determined by need

THE PROFESSIONAL SUPPORT PLAN will include:

- a statement identifying areas in need of improvement
- a time line indicating implementation dates, meeting dates to review progress of the plan, and final review dates
- a listing of action/strategies to be initiated and utilized
- a listing of resources to be allocated for plan implementation and completion including, but not limited to materials, staff development, collegial visitations, workshops, courses, videotaping, assignment of a coach (in or out of the district). If necessary, encouragement of approved counseling programs such as EAP, private therapy, self-help groups could be utilized. Budgetary considerations must be taken into account. District funding will be noted.

The group will report to the Assistant Superintendent for Educational and Pupil Personnel Services and will be responsible for recommending strategies for improvement. The Assistant Superintendent for Human Resources will be informed of these recommendations and assist in facilitating access to the resources needed.

A written review of progress at the conclusion of the designated time period will result in one of three recommendations:

1. Concern resolved; removal from Professional Support
2. Progress noted; continuation on Professional Support
3. Concerns unresolved; appropriate actions taken



Three Village Central School District

PROFESSIONAL SUPPORT PROCEDURES

In consultation with appropriate administrators, the supervisor administrator for the administrator will indicate a need for professional support because of little or no improvement in areas indicated by evaluations and/or interventions.

The building administrator/supervisor will discuss this decision with the TVSAA President

The building administrator and the TVSAA President will:

- Designate a person to inform the administrator in need of Professional Support
- Set a date for the Initial Professional Support meeting

The administrator is informed by the designee that his/her Building Administrator/Supervisor is placing him/her on Professional Support and is directed to attend the Initial Professional Support meeting

The Initial Professional Support Meeting is held and:

- All participants will receive a copy of the Professional Support Plan and procedures
- The meeting participants mutually agree upon an exemplary administrator who will become a member of the Professional Support Team, attend all other subsequent Professional Support meetings, and work closely with the administrator in need to address the building administrator's concerns
- A date is chosen for the next meeting with the purpose of initiating the Professional Support Plan

The Meeting to initiate the Professional Support Plan is held and:

- The components of the Professional Support Plan are addressed by the Building Administrator/Supervising Administrator and discussed by the entire Professional Support Team. This does not include informal meetings or meetings that take place outside of the Support Plan
- Subsequent meeting dates are identified and the Professional Support Plan is modified, as needed. All formal meetings between the administrator in need of professional support and the building administrator and/or supervising Administrator will be scheduled with the entire Professional Support Team

Official Record:

- The building administrator/supervisor or designee records the minutes of each Professional Support meeting and the decisions that are made regarding the Professional Support Plan. The minutes and the Professional Support Plan are approved by the entire team at the beginning of each subsequent meeting
- The minutes and the Professional Support Plan are maintained by the building administrator/supervisor



APPENDIX

- Appendix 1.0* Components of Professional Practice
- Appendix 2.0* Chair/Administrative Mid Year Evaluation Report
- Appendix 3.0* Administrative Summative Evaluation Report
- Appendix 4.0* Administrative Self-Reflection



COMPONENTS OF PROFESSIONAL PRACTICE

Instructional Leadership

Articulates high expectations for staff, provides constructive feedback focused on professional growth, recognizes and articulates effective instructional practices, and uses research to support and promote curricular changes.

1. Holds a high level of expectation for staff with regard to teaching and learning.
2. Holds all instructors accountable for student achievement.
3. Recognizes and articulates effective and ineffective instructional practices.
4. Recognizes and facilitates the acquisition of resources to support effective instructional practices.
5. Uses assessment data to develop goals and inform instruction.
6. Encourages, expects, and facilitates active involvement among the learning community.
7. Recognizes, articulates, and shares effective research in pedagogical practices.
8. Identifies elements of performance necessary for professional growth and assists with recommendations for continued improvement.
9. Uses research to support and facilitate curriculum changes, as needed.
10. If a chairperson, maintains a proficient level of performance in all four domains.

Strategic Leadership

Standard a: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1. Contributes to the development and implementation of a vision for the building/district.
2. Promotes professional development with a focus on student learning consistent with the school vision and goals.
3. Uses effective communication and models the mission of the department/building.
4. Supports the district/building plan.
5. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

Standard b: Collaborates with families and community members, responding to diverse community interests and needs and mobilizing community resources.

1. Demonstrates a priority to be visible, actively involved, and collaborative with the larger community.
2. Provides opportunities for staff to develop collaborative skills with the community.
3. Promotes involvement of diverse community interests.

COMPONENTS OF PROFESSIONAL PRACTICE (Appendix 1.0 continued)

Cultural Leadership

Standard a: *Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.*

1. Treats all individuals with fairness, dignity, and respect.
2. Identifies, clarifies, and addresses barriers to student learning.
3. Recognizes and celebrates student and staff accomplishments.

Standard b: *Acts with integrity, fairness, and in an ethical manner.*

1. Fulfills legal and contractual obligations.
2. Creates programs and activities that encourage and embrace parental participation in the education of their children.
3. Recognizes and respects the legitimate authority of others.
4. Uses discipline as an instrument to encourage appropriate behavioral choices and to foster a positive learning environment.

Standard c: *Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.*

1. Promotes communication among the department/building concerning trends, and potential changes in the environment in which schools operate.
2. Encourages the department/building to work within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

Management Practice

Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

1. Uses knowledge of learning, teaching, and student development to inform management decisions.
2. Identifies opportunities and resolves potential problems in a timely manner.
3. Aligns financial, human, and material resources to the goals of department and school.
4. Offers suggestions and options for solutions to conflicts, challenges and needs through effective problem framing and problem solving skills.
5. Effectively addresses student discipline in a manner consistent with the District Code of Conduct.
6. Promotes a secure, clean, and functional facility and follows the building and District-wide School Safety Plan.
7. Effectively identifies priorities and develops time management strategies to support district initiatives and instructional programs.
8. Optimizes fiscal capacity through effective budget management.
9. Consistently seizes the opportunity to advance technology.

Source: Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development



**Three Village Central School District
CHAIR/ADMINISTRATIVE MID YEAR EVALUATION REPORT**

_____ Administrator's Name	_____ Building	_____ Position
_____ School Year	_____ Hire Date	_____ Tenure Date

Instructions: Please rate the administrator's performance on the standard criteria using the following scale:
 C = Commendation R = Recommendation M = Meeting Expectations/No need for Comment
 All criteria noted with a C or R requires statements of support in the comment section of this document.

<u>Instructional Leadership</u>	Rating
Standard: <i>Articulates high expectations for staff, provides constructive feedback focused on professional growth, recognizes and articulates effective instructional practices, and uses research to support and promote curricular changes.</i>	
Comments:	

<u>Management Practice</u>	Rating
Standard: <i>Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment</i>	
Comments:	

<p><u>Cultural Leadership</u></p> <p>Standard a: <i>Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.</i></p>	<p>Rating</p>
<p>Comments:</p>	
<p>Standard b: <i>Acts with integrity, fairness, and in an ethical manner.</i></p>	<p>Rating</p>
<p>Comments:</p>	
<p>Standard c: <i>Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.</i></p>	<p>Rating</p>
<p>Comments:</p>	

<p><u>Strategic Leadership</u></p> <p>Standard a: <i>Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</i></p>	<p>Rating</p>
<p>Comments:</p>	
<p>Standard b: <i>Collaborates with families and community members, responds to diverse community interests and needs and mobilizing community resources.</i></p>	<p>Rating</p>
<p>Comments:</p>	

Additional Comments:

Administrator's Signature

Date

Supervisor's Signature

Date



Three Village Central School District ADMINISTRATIVE /SUMMATIVE EVALUATION REPORT

SUMMATIVE EVALUATION _____
DATE

TENURED

NON-TENURED

_____ Administrator's Name	_____ Building	_____ Position
_____ School Year	_____ Hire Date	_____ Tenure Date
Personal Days Used _____	Sick Days Used _____	Family Sick Days _____
<i>Attendance record provided by the Human Resources Department</i> _____ (staff initials)		

Instructions: Please rate the administrator's performance on the standard criteria using the following scale:

C = Commendation **R** = Recommendation **M** = Meeting Expectations/No need for Comment **N/A** = Not Applicable

All criteria noted with a C or R requires statements of support in the comment section of this document.

Instructional Leadership

Articulates high expectations for staff, provides constructive feedback focused on professional growth, recognizes and articulates effective instructional practices, and uses research to support and promote curricular changes.

Rating

Performance Indicators:

- Holds a high level of expectation for staff with regard to teaching and learning
- Holds all instructors accountable for student achievement
- Recognizes and articulates effective and ineffective instructional practices
- Recognizes and facilitates the acquisition of resources to support effective instructional practices
- Uses assessment data to develop goals and inform instruction
- Encourages, expects, and facilitates active involvement among the learning community
- Recognizes, articulates, and shares effective research in pedagogical practices
- Identifies elements of performance necessary for professional growth and assists with recommendations for continued improvement
- Uses research to support and facilitate curriculum changes, as needed
- If a chairperson, maintains a proficient level of performance in all four domains

Comments:

<p><u>Cultural Leadership</u></p> <p>Standard a: <i>Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.</i></p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Treats all individuals with fairness, dignity, and respect • Identifies, clarifies, and addresses barriers to student learning • Recognizes and celebrates student and staff accomplishments 	<p>Rating</p>
<p>Comments:</p>	

<p><u>Cultural Leadership</u></p> <p>Standard b: <i>Acts with integrity, fairness, and in an ethical manner.</i></p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Fulfills legal and contractual obligations • Creates programs and activities that encourage and embrace parental participation in the education of their children • Recognizes and respects the legitimate authority of others • Uses discipline as an instrument to encourage appropriate behavioral choices and to foster a positive learning environment 	<p>Rating</p>
<p>Comments:</p>	

<p><u>Cultural Leadership</u></p> <p>Standard c: <i>Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.</i></p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Promotes communication among the department/building concerning trends, and potential changes in the environment in which schools operate • Encourages the department/building to work within the framework of policies, laws, and regulations enacted by local, state, and federal authorities 	<p>Rating</p>
<p>Comments:</p>	

<p><u>Strategic Leadership</u></p> <p>Standard a: <i>Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</i></p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Contributes to the development and implementation of a vision for the building/district • Promotes professional development with a focus on student learning consistent with the school vision and goals • Uses effective communication and models the mission of the department/building • Supports the district/building plan • Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance 	<p>Rating</p>
<p>Comments:</p>	

<p><u>Strategic Leadership</u></p> <p>Standard b: <i>Collaborates with families and community members, responding to diverse community interests and needs and mobilizing community resources.</i></p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Demonstrates a priority to be visible, actively involved, and collaborative with the larger community • Provides opportunities for staff to develop collaborative skills with the community • Promotes involvement of diverse community interests 	<p>Rating</p>
<p>Comments:</p>	

<p><u>Management Practice</u></p> <p><i>IT Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i></p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Uses knowledge of learning, teaching, and student development to inform management decisions • Identifies opportunities and resolves potential problems in a timely manner • Aligns financial, human, and material resources to the goals of department and school • Offers suggestions and options for solutions to conflicts, challenges and needs through effective problem framing and problem solving skills • Effectively addresses student discipline in a manner consistent with the District Code of Conduct • Promotes a secure, clean, and functional facility and follows the building and District-wide School Safety Plan • Effectively identifies priorities and develops time management strategies to support district initiatives and instructional programs • Optimizes fiscal capacity through effective budget management • Consistently seizes the opportunity to advance technology 	<p>Rating</p>
<p>Comments:</p>	

Additional Comments:

Administrator's Signature

Date

Supervisor's Signature

Date



Three Village Central School District ADMINISTRATIVE /SELF REFLECTION

Administrator's Name	Building	Position
School Year	Hire Date	Tenure Date
Personal Days Used _____	Sick Days Used _____	Family Sick Days _____
<i>Attendance record provided by the Human Resources Department _____</i> <i>(staff initials)</i>		

Instructions: This is a copy of the form that will be used by your supervising administrator to evaluate your performance this year. Use this copy of the form to offer highlights of your year to assist in the formulation of your end-of-the-year evaluation. You are encouraged to share achievements from this year and goals for the future. Do not place any information in the "rating" boxes.

Instructional Leadership

Articulates high expectations for staff, provides constructive feedback focused on professional growth, recognizes and articulates effective instructional practices, and uses research to support and promote curricular changes.

Performance Indicators:

- Holds a high level of expectation for staff with regard to teaching and learning
- Holds all instructors accountable for student achievement
- Recognizes and articulates effective and ineffective instructional practices
- Recognizes and facilitates the acquisition of resources to support effective instructional practices
- Uses assessment data to develop goals and inform instruction
- Encourages, expects, and facilitates active involvement among the learning community
- Recognizes, articulates, and shares effective research in pedagogical practices
- Identifies elements of performance necessary for professional growth and assists with recommendations for continued improvement
- Uses research to support and facilitate curriculum changes, as needed
- If a chairperson, maintains a proficient level of performance in all four domains

Comments:

Cultural Leadership

Standard a: *Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.*

Performance Indicators:

- Treats all individuals with fairness, dignity, and respect
- Identifies, clarifies, and addresses barriers to student learning
- Recognizes and celebrates student and staff accomplishments

Comments:

Cultural Leadership

Standard b: *Acts with integrity, fairness, and in an ethical manner.*

Performance Indicators:

- Fulfills legal and contractual obligations
- Creates programs and activities that encourage and embrace parental participation in the education of their children
- Recognizes and respects the legitimate authority of others
- Uses discipline as an instrument to encourage appropriate behavioral choices and to foster a positive learning environment

Comments:

Cultural Leadership

Standard c: *Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.*

Performance Indicators:

- Promotes communication among the department/building concerning trends, and potential changes in the environment in which schools operate
- Encourages the department/building to work within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

Comments:

Strategic Leadership

Standard a: *Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Performance Indicators:

- Contributes to the development and implementation of a vision for the building/district
- Promotes professional development with a focus on student learning consistent with the school vision and goals
- Uses effective communication and models the mission of the department/building
- Supports the district/building plan
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

Comments:

Strategic Leadership

Standard b: *Collaborates with families and community members, responding to diverse community interests and needs and mobilizing community resources.*

Performance Indicators:

- Demonstrates a priority to be visible, actively involved, and collaborative with the larger community
- Provides opportunities for staff to develop collaborative skills with the community
- Promotes involvement of diverse community interests

Comments:

Management Practice

Standard: *Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

Performance Indicators:

- Uses knowledge of learning, teaching, and student development to inform management decisions
- Identifies opportunities and resolves potential problems in a timely manner
- Aligns financial, human, and material resources to the goals of department and school
- Offers suggestions and options for solutions to conflicts, challenges and needs through effective problem framing and problem solving skills
- Effectively addresses student discipline in a manner consistent with the District Code of Conduct
- Promotes a secure, clean, and functional facility and follows the building and District-wide School Safety Plan
- Effectively identifies priorities and develops time management strategies to support district initiatives and instructional programs
- Optimizes fiscal capacity through effective budget management
- Consistently seizes the opportunity to advance technology

Comments:

Additional Comments:

Administrator's Signature

Date

Supervisor's Signature

Date