

A.

Building

DOMAIN 1: PLANNING AND DECISION MAKING

Component 1a: Quality and process of decision making

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator repeatedly makes poor decisions; does not involve stakeholders in decision making process when applicable. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally makes poor decisions; stakeholders have limited involvement in decision making process. <input type="checkbox"/> <input type="checkbox"/>	Administrator makes good decisions; involves stakeholders in decision making process when applicable. <input type="checkbox"/> <input type="checkbox"/>	Administrator displays outstanding judgment in decision making; always involves stakeholders when applicable. <input type="checkbox"/> <input type="checkbox"/>	

Component 1b: Monitors and supervises instructional practice and delivery of district approved curriculum/ programs

Administrator does not monitor or supervise curriculum/program delivery. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally monitors and supervises curriculum/program; occasionally uses assessments to supervise delivery of curriculum/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator regularly monitors and supervises curriculum/program; uses assessments to evaluate and improve delivery of district approved curriculum/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator consistently monitors and supervises curriculum/program; uses assessments to evaluate and improve delivery of district approved curriculum/program. <input type="checkbox"/> <input type="checkbox"/>	
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Component 1c: Uses data to inform instruction/program planning

Administrator ignores data to make decisions regarding instruction/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally uses data to make decisions regarding instruction/program. <input type="checkbox"/> <input type="checkbox"/>	Administrator occasionally uses a variety of assessments to make decisions regarding instruction/program. Data is used at the school level to increase student achievement. <input type="checkbox"/> <input type="checkbox"/>	Administrator effectively uses state assessments, quarterly assessments, and common assessments to make decisions regarding instruction/program. Data is used at the student level to increase student achievement. <input type="checkbox"/> <input type="checkbox"/>	
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Comments/Evidence: _____

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES
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Component 3a: Develops relationships with colleagues and community organizations

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator makes little or no effort to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator demonstrates an unresponsive attitude when working with people outside their responsibility area. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator makes some effort to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator occasionally demonstrates an unresponsive attitude when working with people outside their responsibility area. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator makes frequent efforts to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator demonstrates a polite, respectful, and responsive attitude when working with people outside their responsibility area. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator makes exceptional efforts to establish and maintain a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator is always polite, respectful, and responsive when working with people outside their responsibility area. <input type="checkbox"/> <input type="checkbox"/></p>	

Component 3b: Evaluates faculty and staff
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<p>Administrator fails to evaluate staff in a timely manner. Deadlines are not met and paperwork is not completed. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator makes an effort to evaluate staff in a timely manner. Occasionally deadlines are missed and paperwork is not completed. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator evaluates staff in a timely manner. Deadlines are met and paperwork is completed. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator consistently evaluates staff in a timely and thorough manner. Administrator is able to use appraisal process as a way to improve job performance. Administrator assumes role of instructional leader with staff. <input type="checkbox"/> <input type="checkbox"/></p>	
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Component 3c: Manages fiscal matters within budget allocations

<p>Administrator makes no attempt at managing building/department budget. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator does not stay within their allocation and communication with business office is sporadic and untimely. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator monitors and stays within their budget allocation and proactively informs business office of any potential problem areas. <input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator successfully manages building/department budget and stays within their allocations. Regularly investigates, seeks sources for supplemental funding. <input type="checkbox"/> <input type="checkbox"/></p>	
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Component 3d: Participates in school and district projects and committees

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator does not engage in district projects and committees. No effort is made to participate in activities outside the assigned duties. <input type="checkbox"/> <input type="checkbox"/>	Administrator rarely engages in school and district projects and committees. The administrator reluctantly participates in activities outside the assigned duties. <input type="checkbox"/> <input type="checkbox"/>	Administrator makes considerable effort to participate in school and district projects and committees. <input type="checkbox"/> <input type="checkbox"/>	Administrator is a consistent participant in school and district projects and committees and often takes on a leadership role in such activities. <input type="checkbox"/> <input type="checkbox"/>	

Comments/Evidence:

DOMAIN 4: PROFESSIONAL PRACTICE
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Component 4a: Provides accurate and timely reports and paperwork

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator does not meet reporting or paperwork deadlines; reports are often incomplete or incorrect. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator meets most assessment and reporting deadlines; reports are accurate. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator submits timely, accurate reports. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator's reports are thorough, timely, accurate, and a model for others. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	

Component 4b: Motivates employees to accomplish objectives

Administrator is unable to motivate employees and relationships with employees are negative. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator has cordial relationships with employees but is unable to motivate employees. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator is supportive and cooperative with employees and is able to motivate employees to accomplish objectives. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator's efforts to engage employees in meeting the goals of the building and district are frequent and successful. Administrator is able to develop building/department leaders. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	
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Component 4c: Demonstrates professionalism and compliance with the district standards of ethical behavior
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Administrator rarely demonstrates professionalism. The behaviors exhibited demonstrate insensitivity, negativity, and disregard for the district standards of ethical behavior. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator infrequently uses good judgment in dealing with confidential or controversial school related issues. The behaviors exhibited demonstrate limited support for the district standards of ethical behavior. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator uses good judgment in dealing with confidential or controversial school related issues. The behaviors exhibited demonstrate sensitivity, teamwork, and support of the district standards of ethical behavior. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	Administrator effectively and consistently uses good judgment when dealing with confidential or controversial school-related issues. The behaviors exhibited demonstrate compassion, commitment, and unreserved dedication to the district. <div style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></div>	
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Component 4d: Demonstrates continuous learning
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Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
<p>Administrator does not engage in professional development or activities to enhance skills.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator rarely engages in professional development or activities to enhance skills. Little or no effort is made to share knowledge with others.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator is willing to work with others to improve the quality of the program s/he is responsible for. The administrator attends professional development activities.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator regularly works with others to improve the quality of the program s/he is responsible for; seeks and incorporates personal growth through professional development activities.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	

Component 4e: Appropriately incorporates the use of technology in daily activities
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<p>Administrator makes little or no attempt to incorporate the use of technology in daily activities.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator has initiated the use of email and other limited technology.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator utilizes technology to facilitate record keeping and communication.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Administrator effectively incorporates the use of technology in daily activities. Technology is used to enhance the overall effectiveness of the administrator. Administrator assists other staff members with the use of technology and provides training when possible.</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p>	
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Comments/Evidence:

B. Student Growth -

Total number of teachers _____
Number of teachers whose evaluations show effective student growth _____
Percentage of teachers with effective rate of student growth _____

C. Teacher Evaluations

Number of teacher evaluations completed _____
Overall quality of evaluations (including thoroughness, methodology, consistency, timelines, etc.) _____

D. School Improvement Plan

Identify building school improvement goals and describe programs implemented in support of them _____

E. Student Attendance

Average percentage of daily student attendance as of - _____

F. Student and Community Feedback

Formal reports/observations of feedback from students, parents or teachers may include school/community survey results _____

Overall Rating - Highly Effective _____ Minimally Effective _____ Attendance
 Effective _____ Ineffective _____ Sick/Personal _____

Administrator's Signature

Date

Evaluator's Signature

Date