
Evaluation Rubric - Administration

Name: _____ Date: _____

Teacher Certification Expires: _____ Years of teaching experience: _____

Administration Certification Expires: _____ Years of administration experience: _____

Observation Dates: _____ (Initials) _____ Observation Dates: _____ (Initials) _____

Observation Dates: _____ (Initials) _____ Observation Dates: _____ (Initials) _____

Observation Dates: _____ (Initials) _____ Observation Dates: _____ (Initials) _____

Dates the evaluation document was presented: _____ (Initials) _____

Dates the evaluation document was presented: _____ (Initials) _____

Dates the evaluation document was presented: _____ (Initials) _____

Were anecdotal notes used? (Data binder, etc.): Yes or No (Initials) _____

If yes, what was used? _____ (Initials) _____

Overall Performance Rating: _____ Ineffective _____ Minimally Effective _____ Effective _____ Highly Effective

Administrator Signature _____ Date _____

Evaluator Signature _____ Date _____

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Planning & Preparation	Ineffective = 0	Minimally Effective=1	Effective = 2	Highly Effective =3	10 Percent
Mission	Does not share a mission statement.	Distributes a mission statement that few remember	Produces a memorable, results oriented mission statement that is known by all staff.	Wins staff and student buy in for results oriented mission statement.	
Strategy	Recycles the previous year's school improvement plan.	Writes a cumbersome, non-accountable school improvement plan.	Gets input and writes a comprehensive, measurable school improvement plan for the school year.	Collaboratively crafts a comprehensive, results oriented school improvement plan with annual goals.	
Planning	Has a list in his or her head of tasks to be accomplished each day, but often loses track.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	

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Instruction	Ineffective =0	Minimally Effective =1	Effective = 2	Highly Effective= 3	15 Percent
Communicates Clearly and Accurately.	Presentations are confusing to stakeholders. Spoken and written language is used incorrectly.	Most confusion is clarified. Vocabulary is limited and/or inappropriate to the age group.	Provides clear directions and appropriate level of detail so that most stakeholders understand the first time. Vocabulary is clear, correct, and appropriate.	Directions and procedures are clear. Vocabulary is correct and expressive.	
Utilizes a Variety of Strategies and Resources.	Uses materials and resources unsuitable to the instructional goal. Presentation has no clearly defined structure.	Materials are partially suitable to the instructional goals. Presentation has structure but not maintained. Staff have a moderate level of engagement.	Materials and resources are appropriate to the instructional goal. Staff are engaged. Lesson has clearly defined structure.	Materials and resources are appropriate and staff are fully engaged.	
Demonstrates Quality Interactions with Stakeholders.	Ignores or brushes aside questions and interest. Interaction with stakeholders is predominately reactionary.	Attempts to adjust and accommodate stakeholder's questions and interests with mixed results.	Accommodates stakeholder's questions or interests with a few mixed results.	Successfully accommodates stakeholder's questions or interests with smooth adjustment.	
Recognizes and Adjusts Teaching to Accommodate the needs of the School.	When there is a difficulty learning, blame is placed and no intervention is attempted.	Responsibility is accepted for successes with mixed results.	Persists in seeking approaches and making minor adjustments and using a moderate repertoire of strategies for improvement.	Persists in seeking effective approaches and soliciting additional resources from others.	

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Environment	Ineffective =0	Minimally Effective =1	Effective = 2	Highly Effective = 3	15 Percent
Creating an Environment of Respect and Rapport	Interaction with at least some staff/students is negative, demeaning, sarcastic or inappropriate.	Staff/student interactions are generally appropriate but inconsistent. Staff/students exhibit only minimal respect for administrator.	Staff/student interactions are positive, respectful and attentive to their needs and differences. Staff/students exhibit respect for the administrator.	Staff/students demonstrate an exceptional level of caring and respect for administrator. Staff/students exhibit respect for administrator as an individual, beyond the role.	
Establish a Culture for Learning	Activities, interactions, and the environment convey low expectations for student achievement.	Activities, interactions, and the environment convey moderate expectations for student achievement.	Activities, interactions, and the environment convey high expectations for student achievement.	Through planning of activities, interactions and the environment, high expectations for the learning of all.	
Managing Student Behavior	Clear standards are absent or student behavior is not monitored, or administrator does not respond appropriately to the misbehavior.	Occasionally, clear standards are absent, behavior of students is not monitored, administrator does not respond appropriately to the misbehavior.	Standards of conduct are clear to all students. Administrator is alert to student behavior at all times and response to misbehavior is appropriate and respects the students.	Clear standards of conduct developed with student participation. Students monitor their own behavior and administrator response to misbehavior is highly effective and sensitive to students' needs.	

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Professionalism	Ineffective = 0	Minimally Effective=1	Effective = 2	Highly Effective =3	10 Percent
Maintaining Accurate and Timely Records.	Records are in disarray or nonexistent.	System for maintaining records is rudimentary, partially effective and needs monitoring.	System for maintaining records is effective and timely.	System for maintaining records is fully effective and always timely. Reminders are not needed.	
Communicates with Families Effectively.	Provides minimal information to parents and does not respond or responds insensitively to parent concerns.	Adheres to the school's required procedures for communicating with parents. Response to parent concerns is minimal.	Efforts to engage families in the instructional program are frequent and successful. Response to parent concerns is appropriate and timely.	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parents concerns is handled with great sensitivity.	
Exhibits Effective Professional Relationships	Relationships with colleagues are negative or self-serving.	Maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Takes initiative in assuming leadership among the faculty.	

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<p>Grow and Develop Professionally</p>	<p>Administrator does not seek to further their professional development.</p>	<p>Administrator participates in most school organized professional development opportunities.</p>	<p>Administrator participates in all school organized professional development and seeks occasional outside opportunities to further their knowledge.</p>	<p>Administrator takes a leadership role in seeking out and providing effective professional development. Administrator is lifelong learning, constantly seeking professional opportunities to further professional growth.</p>	
<p>Maintains the Professional Standards Set by the District; such as, but not limited to, dress code, FERPA, attendance, punctuality etc.</p>	<p>Administrator does not abide by the set policies and procedures.</p>	<p>Administrator requires frequent monitoring to abide by policies and procedures.</p>	<p>Administrator will abide by policies and procedures with minimal monitoring.</p>	<p>Administrator will abide by the policies and procedures through self-monitoring.</p>	

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Student Growth

Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement.

Data Sources / Assessments

Data may include, but is not limited, to:

Principal:

MStep
NWEA
Unit Assessments
Reading Level Assessments
Other Assessments

Teacher:

MStep
NWEA
Unit Assessments
Reading Level Assessments
Other Assessments

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Student Growth	Ineffective =0	Minimally Effective =1	Effective= 2	Highly Effective =3	50 Percent
Use of data to improve student growth	There is no evidence that data was collected, utilized or interpreted. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.	
Meeting building and district improvement goals	Data sources demonstrate that school improvement goals are not being met.	Data sources demonstrate that some school improvement goals are being met.	Data sources demonstrate that school improvement goals are being met.	Data sources demonstrate that school improvement goals are being exceeded.	
Improve Student Growth	Less than 70 percent of the students demonstrated improved student growth.	Data indicates that at least 70 percent of the students demonstrated improved student growth.	Data indicates that at least 80 percent of the students demonstrated improved student growth.	Data indicates that at least 90 percent of the students demonstrated improved student growth.	

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By a mutually agreed upon date, the evaluator and administrator will meet to put in writing the selected assessment that will be used as data sources in this evaluation. If other assessments will be used, a written rationale will be provided as to why it was chosen. The administrator and evaluator input in the collection of growth data will be of equal value in the assessment process. The administrator will be responsible for providing their evidence of student growth. Failure to provide statistical data will result in them receiving a zero on their student growth component.

Professional development of the administrator is essential in the growth process. If an evaluator or the administrator feels specific professional development would be important to improving student growth that can be discussed during this process.

Planning and Preparation: _____ X 10% = _____

Instruction: _____ X 15% = _____

Classroom Environment: _____ X 15% = _____

Professionalism: _____ X 10% = _____

Student Growth: _____ X 50% = _____

Administrator Performance Rating:

8.9 – 11.1 **Highly Effective**

5.9 – 8.8 **Effective**

2.2 – 5.8 **Minimally Effective**

0.0 – 2.1 **Ineffective**

Overall Performance Rating: _____ Ineffective _____ Minimally Effective _____ Effective _____ Highly Effective

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Administrator Name _____

Administrator Signature _____

Date _____

Evaluator Name _____

Evaluator Signature _____

Date _____

The administrator's signature acknowledges receipt of a copy of this document and the awareness of the opportunity to write a response to this evaluation appraisal within 3 business days.

_____ I wish to submit a written response to be attached to this evaluation.

Remarks by Administrator:
