ADMINISTRATIVE EVALUATION PACKET

JULY 2018

EVALUATIONS

Evaluation Procedures

The Santa Cruz City Schools District's (SCCS) evaluation process can be conducted through one of three methods: <u>Administrative Evaluation</u>, <u>Peer-based Evaluation</u>, or <u>Project-based Evaluation</u>, each based on the California Professional Standards for Education Leaders (CPSEL).

The standards for Administrators act as a guide for discussion regarding professional growth and serve as a basis for administrators evaluation. Each administrator is responsible for meeting the professional standards.

New Administrators will be assessed every year for at least two years. After the initial evaluations, Administrators will have options for evaluation and will be placed on a three-year cycle. This cycle can be changed at the discretion of the supervisor.

Three Evaluation Methods

There are three methods for evaluation. Each method uses a goal setting form and self-reflection rubric and is linked to the CPSELs. All administrators will complete a goal setting form and self-reflection every year regardless if they are on evaluation cycle or not.

Administrative Evaluation (Method 1): This is an optional method for administrators who have met Proficient or Distinguished standards in their previous overall evaluation rating. Administrative Evaluation is the required method for administrators who have been with the district for less than 2 years. It is also a required method for administrators who have a general ranking of Does Not Meet or Emerging in their previous overall evaluation, or the Supervisor assigns this evaluation method.

Peer-based Evaluation (Method 2): With supervisor approval, this is an option for administrators who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to work with a peer in order for each peer/partner to examine practices and demonstrate proficiency via a professional project related to their current practices.

Project-based Evaluation (Method 3): With supervisor approval, this is an option for administrators who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to work do a project in order for the administrator to examine practices and demonstrate proficiency via a professional project related to their current practices.

Administrators not on Cycle:
Administrators not on cycle will need to complete the self-reflection on the Administrators Rubric and set 3 goals for the year. At the end of the year, the administrators will need to complete the Reflection form and turn it into their supervisor.

Administrative Evaluation Method: Method 1

Administrative evaluations will be conducted for two (2) consecutive years or more for new administrators and upon the recommendation of the supervisor.

Procedures:

- Use the SCCS Administrative Rubric to mark their level of performance for each element of the standards which will be presented at the Fall Planning Conference.
- Will use their self-assessment on the SCCS Administrative Rubric to complete the Professional Goals form identifying strengths and areas of growth. All administrators need to create three goals from three different standards. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:
Supervisors and administrators will meet to present, discuss and agree upon professional goals using the Goal Setting Form and rubric..

Evaluation:
Supervisors will observe and meet with administrators on an ongoing basis throughout the year.

Summative Evaluation:
Narrative Summary Reports for each administrator will be completed by the supervisor using observations, meeting notes, self reflection on goal completion, etc. as information for the summary report.

Project-Based Evaluation Option: Method 2

Procedures:
- Use the SCCS Administrative Rubric to mark their level of performance for each element of the standards.
- Will use their self-assessment on the SCCS Administrative Rubric to complete the Professional Goals form identifying strengths and areas of growth. All administrators need to create three goals from three different standards. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.

- Create a plan for a project based on the goals.

Fall Planning Conference:
Supervisors and administrators will meet to present, discuss and agree upon professional goals using the Goal Setting Form along with a plan for the project.

Summative Evaluation:

All projects and supporting documentation need to be completed and submitted to Supervisor by the end of May.
Supervisor will use the Summative evaluation Form to document the progress and goals for the project.

Peer-Based Evaluation: Method 3:.

Procedures:
- Use the SCCS Administrative Rubric to mark their level of performance for each element of the standards.
- Will use their self-assessment on the SCCS Administrative Rubric to complete the Professional Goals form identifying strengths and areas of growth. All administrators need to create three goals from three different standards. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.
- Create a plan for a Peer Project based on the goals.

Fall Planning Conference:

Supervisors and administrators will meet to present, discuss and agree upon professional goals using the Goal Setting Form along with a plan for the project.

Summative Evaluation:

All projects and supporting documentation will have been completed and submitted to Supervisor by the end of May.
Supervisor will use the Summative evaluation Form to document the progress and goals for the project.

Standard 1: Development and Implementation of a Shared Vision

Element 1A: Student-Centered Vision

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands that the site's purpose centers on increasing each students learning and well-being. The administrator makes public and transparent his/her core belief that the site's vision encompasses the value of education and equitable opportunity. He or she uses available data to identify current opportunities and outcomes for students with various academic, language, linguistic, cultural, social-emotional, behavioral, and physical development needs. He or she initiates staff discussions that identify various learning opportunities and supports that build on student assets and address student needs.	The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services. S/he works with staff to commit to a vision focused on student-centered learning and on the well-being of each student. S/he draws attention to existing equity gaps for diverse student population. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students. S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address the needs as a means to attain equity by closing opportunity and achievement gaps.	The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social emotional, behavioral, and physical development of each learner to gauge the learner's progress in meeting content and performance outcomes. The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes. S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.	The leader manifests the vision of all students graduating ready for college and career. He or she does so by proactively engaging staff, students, and the broader community and evidence -rich conversations about equitable opportunities and outcomes for all students' learning and well-being. He or she makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social emotional, behavioral, and physical development needs. In collaboration with stakeholders, he or she creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in the opportunity and achievement among student groups. The leader sustains effective systems for students with differing abilities seeing to it that their needs are met with a sense of urgency and high expectations.

Element 1B: Developing Shared Vision

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator invites staff and a group of community leaders to become involved in developing the site's vision. S/he introduces these individuals to relevant local, state, and federal education laws and regulations that must serve as parameters for the vision. To make stakeholders aware of the resulting vision, the administrator articulates it through a variety of communication modes. S/he asks staff for ideas about how they can use the shared vision in their work and how best to convey the vision to families.	The administrator enlists staff and other stakeholders to participate in the vision-development process. In that process, S/he presents relevant local, state, and federal laws and regulations as a guide for framing a vision of equity and fairness. Engaging with individuals and groups of stakeholders, S/he facilitates the sharing of different views and helps participants reach consensus around a vision they can support. S/he asks staff involved in vision development to report to other staff about the process as it is underway and to share the vision with families, to help garner commitment to using the vision for decision-making. S/he aligns the site's vision and goals district state and federal regulations and links them to student needs targeted by stakeholders.	The leader recruits a broad range of staff, students, families, and others to actively engage in an inclusive and broadly supported vision development process. Before finalizing the vision, S/he works with others to check alignment with local, state, and federal laws and regulations. Once the vision is developed, the leader uses staff meetings and regular communications to consistently reinforce the shared vision and discuss what needs to be done to accomplish it. The leader engages staff and community leaders in taking responsibility to communicate the vision. S/he uses existing structures and systems to embed the vision and decision-making processes.	The leader mobilizes a broad range of stakeholders, offering a variety of activities to maximize their engagement in developing an authentic site vision. S/he helps staff and the community to understand local, state, and federal education laws and regulations that affect the vision, and S/he reviews and adjusts division as needed to create a systemic coherence. S/he uses various settings to communicate the vision to all stakeholders, building broad ownership. He or she demonstrates the vision's relevance for day-to-day work by holding staff accountable for making progress on strategies that are included in the vision. S/he models accountability by referencing it in progress reports at community meetings and events and asking other school community leaders to do the same.

Standard 1: Development and Implementation of a Shared Vision (continued)

Element 1C: Vision Planning and Implementation

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator recognizes that, to realize the vision, he or she must direct planning and implementation activities. He or she understands that plans may evolve as circumstances change so implementation plans for the site's vision should be reviewed and updated if needed. He or she identifies multiple sources of evidence to be collected to determine whether the implementation plan is helping the site address its vision. The administrator refers to the site's vision when allocating resources.	The administrator guides development of an action plan detailing specific goals and strategies directed toward achieving the vision. He or she informally checks the effectiveness of selected strategies at regular staff meetings and checks over all progress more formally during annual program reviews that include additional stakeholders. The administrator works with staff to adjust activities in the action plan, as needed, in order to continuously progress toward the site's vision and goals. The administrator uses the sites of vision and goals as the basis for prioritizing and aligning available human, fiscal, and technological resources.	The leader engages staff and stakeholders in a process Of ongoing monitoring and assessment of progress toward realizing the vision. He or she works with staff to systematically collect and analyze data about the site's growth and gaps. The leader expects staff to communicate all results to site families and community members. He or she uses the results to build interest in and commitment to updating the implementation plans are necessary to achieve equitable results. The leader monitors the alignment of effort and resources to properly support the plan for implementing vision and goals. To that end, he or she maximizes existing resources and identifies any additional human, fiscal, or technological resources that are needed.	The leader works with staff and stakeholders to sustain a system of continuous improvement based on ongoing reviews and analysis of evidence to determine results and potential modification of activities. The leader presents stakeholders with buried opportunities to provide feedback on the effectiveness of implementation plans and he or she advocates for careful consideration of stakeholder input. Using a variety of evidence, the leader reprioritizes existing human, fiscal, and Technological resources and six new and creatively conceived resources, as needed.

Standard 2: Instructional Leadership

Element 2A: Professional Learning Culture

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator recognizes that professional growth is essential for overall progress toward student achievement. S/he is knowledgeable about the state standards for educators and for professional learning. S/he presents staff with expectations that they will develop individual learning plan is linking their growth with the sites vision and goals. The administrator solicits staff to participate in planning professional learning activities that reflects that perspectives. S/he is beginning to use structures and processes to promote collaboration and joint problem solving.	The administrator seeks staff input in order to provide a range of professional learning for individuals and groups of staff that reflects the site's shared vision. S/he guides development and use of sight and individual professional learning plans to identify goals, strategies, and activities to increase their knowledge and skills necessary to meet student needs. The administrator at reviews the individual plans to identify staff strengths in research based and best practices, And he or she encourages staff to share their expertise in planning and delivering a professional learning activity for the site. S/he creates opportunities for staff to try out learning structures and processes, such as collaborative inquiry and a joint problem-solving, and then to share results with the rest of the staff.	The leader collaborates with staff in designing and implementing coherent professional learning opportunities that are aligned to the sites vision, and S/he consistently applies research based practices tied to teaching and student growth outcomes. S/he makes sure that professional growth activities for staff are embedded in relevant work; address the range of staff experience, skills, and needs; and are documented in professional learning plans for individuals in for the full staff. The leader leverages staff expertise by providing regular opportunities for them to serve as leaders in planning, convening, and assessing Professional learning activities. S/he builds staff trust and confidence by implementing structures and processes that promote collaborative inquiry and problem solving.	The leader uses his or her deep understanding of research and best practices for standards based teaching and learning to collaboratively organize and guide a coherent system of professional learning. S/he oversees a system that targets and extends the sides vision for student and staff growth. S/he shares leadership with staff in the building and implementing individual and site-wide professional learning plans that document a strategic and systematic approach to continuously improving instruction, support, and student growth. S/he co-leads development, implementation, and assessment of new professional learning structures and processes that integrate staff assess and needs with increase and problem-solving practices related to meeting site goals.

Element 2B: Curriculum and Instruction

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator references student content and performance expectations in discussions with staff about curriculum and instruction. S/he has a broad understanding of content and performance standards on which the adopted curriculum is based. The administrator gathers information about resources needed for delivering state-adopted curriculum.	The administrator guides staff and developing a shared understanding of curriculum, instructional strategies, and state assessments that is shaped by student content and performance standards. S/he monitors whether staff who are working in content areas that have a state frameworks and guides are using them when planning lessons. The administrator seeks staff input to understand whether staff has adequate resources to support the site's diverse students in meeting standards.	The leader creates subject and grade level teams that draw a shared understanding of student content and performance standards to plan goals and instruction. S/he works with staff to align curriculum with state expectations for all students and to use evidence-based instructional and support strategies. He or she engages staff in determining the varied resources needed for effective instruction and support services for students with a wide range of assets and needs. As part of sharing responsibility, the leader guides and facilitates staff involvement in assessing and continuously improving the alignment of curriculum, instruction, assessment, and professional learning.	The leader engages staff, students, and other stakeholders in developing a deep understanding of student content and performance expectations in order to solicit their participation in designing and providing innovative learning opportunities. S/he works with the established instructional leadership team to design effective curriculum for students with diverse assets and needs and to implement evidence-based instructional and supporting support strategies. S/he shares leadership with staff in identifying, acquiring, and distributing a variety of resources that are relevant in supporting all students to graduate ready for college and career. The leader also works with staff and other stakeholders engaging the success of implementing a seamless system of curriculum, instruction, assessment, and professional learning.

Standard 2: Instructional Leadership (continued)

Element 2C: Assessment and Accountability

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands various purposes for collecting and using information about program, professional practice, and student outcomes. S/he understands how to analyze states student assessment and program information and it must be protected. S/he summarizes data and presents it to staff, initiating staff discussions about using information from a variety of sources to fairly assess program, personnel, or student results. S/he is developing knowledge about technology for gathering feedback, organizing data sources, and monitoring student progress. S/he uses teaching standards as the foundation for collecting data on the professional practice of staff.	The administrator works with staff to clarify their understanding of, and commitment to, collecting and using state and local information to assess program effectiveness, Professional practice, and student outcomes. S/he reviews and shares disaggregated student program data with staff and provides training on using multiple measures and varied sources of data to draw fair and accurate conclusions. The administrator works with a team to plan and recommend to staff various technologies to use when gathering and monitoring site generated information. The administrator explains district expectations for how S/he and the staff will use professional standards to guide, Support, monitor, and assess efforts to improve professional practice.	The leader works with all staff members to define clear goals and working agreements related to measuring and using outcome data for program, professional practice, and student accountability. The leader facilitates and supports staff in using formative and interim site and student assessments to gauge short and long-term progress in meeting expected student standards. In regularly scheduled sessions, the leader and staff extend their collective capacity to Apply a variety of tools and technology, disaggregate and analyze local and state assessment results, and identify changes needed to improve the site's program and staff practices. The leader collaborates with staff in using professional standards as the basis for staff professional learning and supervision process.	The leader engages the staff, students, and community in discussing assessment and accountability measures that inform progress on program, professional practice, and student outcomes. S/he facilitates regular opportunities for staff and community to monitor, disaggregate, and analyze local and state student assessment and program results, to build transparent accountability. With community support, S/he and staff employ resources that enable broad and deep data collection needed for fair and accurate conclusions about professional and student performance. He or she applies that data in driving changes needed to continuously strengthen teaching and learning. S/he shares leadership for incorporating professional standards into reviewing, supporting, and supervising all professional practice.

Standard 3: Management and Learning Environment

Element 3A: Operations and Facilities

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands and commits to operating a well-functioning, clean, safe site that supports and environment focused on student learning. S/he knows about the state and local mandates for meeting accessibility, health, and welfare requirements and has a written emergency plan. The administrator provides staff and students with materials, equipment, and technology necessary for operations and instruction, keeping students with special needs in mind. S/he shares student services, operations and maintenance procedures with staff and follows safety and security regulations established by the district.	The administrator develops a schedule for regularly inspecting the site for any problems that might compromise a safe, well-functioning learning environment. He or she schedule safety and security trails. He or she enlists site and district staff For a committee to help identify accessibility, safety, health, and welfare issues to be considered for inclusion in their federal, state, and local improvement goals and plans. The administrator establishes a process for purchasing and monitoring materials, equipment, and technology for operations and instruction, and he or she encourages general education staff to work with staff specialists to address student needs for additional learning support.	The leader collaborates with staff in promoting Effective operations, accessibility, safety, health, and welfare policies and practices. S/he directs acquisition, distribution, and maintenance of equipment, materials, and technology for all staff and students, with attention to the academic, linguistic, cultural, social emotional and physical needs of the students. The leader convenes, facilitates, and collaborate district staff, stakeholders and exports to plan, implement, and communicate emergency and risk management procedures for individuals and the site. S/he sees that students and staff are trained in, and regularly practice, emergency and risk management procedures. S/he works with all staff, the district, and other partners to coordinate and sustain student services that support student learning, safety, health, and welfare.	The leaders share his leadership with staff and others in overseeing a coherent, integrated operations system. S/he engages students, families, in the community as partners in maintaining buildings and grounds and keeping equipment and technology in good condition. The leader advocate for acquiring and distributing equipment, materials, and technology that supports all staff and students, including students with specific academic, linguistic, cultural, social emotional, and physical needs. S/he works with the staff, district, local authorities, and other specialists to anticipate accessibility, health, welfare, and safety challenges and has contingency plans in cooperative agreements in place to address them quickly.

Element 3B: Plans and Procedures

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator considers site goals and the need to protect instructional tie as key factors in developing plans and procedures. S/he follows and directs established practices for determining student and staff placements, assignments, and schedules. S/he understands and applies laws and district requirements to the maintenance of staff and student confidentiality. The administrator sets up clear communication processes to share expectations and procedures with staff in a timely fashion. S/he understands the importance of staff involvement in solving problems, and sharing practices, and s/he encourages staff to participate in discussions that the administrator structures.	The administrator guides staff in making student placements and schedules decisions that are focused first on student learning. The administrator assigns staff responsibilities with attention to protecting instructional time, and s/he sets expectations, agendas, and meeting time for staff to share problems, practices and results with others. S/he establishes and maintains open lines of communication with staff for timely information flow, providing staff with information that builds their understanding of issues related to legal and contractual agreements and to student and staff security and privacy. When necessary, s/he organizes ad hoc committees for staff to identify potential changes aimed to improve site processes or procedures or to monitor and revise plans and programs.	The leader works with staff to develop processes and structures for organizing students and staff to consistently focus of instruction and student outcomes. S/he models and encourages open, safe communications, providing staff with opportunities to share in problem solving and decision-making, while safeguarding student and staff confidentiality. S/he shares leadership for moving policies into operational decisions related to curriculum planning, instruction, support programs, and assessments The leader manages legal and contractual agreements, gathering staff and other stakeholder input about the agreements' impact on teaching and learning. The leader protects time for staff to collaborate on instruction, assessments, and procedures affecting instruction. S/he engages staff and other stakeholders in reviewing the impact of established policies and processes on all students and in revising short- and long-term plans as necessary.	The leader, staff, and other stakeholders capitalize on their collective policy, procedures, and working agreements to organize and structure student-centered learning and support options. The leader reinforces and protects open, safe communications so that staff takes multiple opportunities to share leadership on instructional and management issues. S/he cultivates shares responsibility among staff and other stakeholders to guarantee confidentiality and safeguard the privacy of staff, students, parents and other community members. The leader facilitates opportunities for staff to lead short- and long-term cycles of planning with stakeholders, reviewing and applying relevant data and technology to determine the status of shares goals and outcomes.

Standard 3: Management and Learning Environment (continued)

Element 3C: Climate

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator draws staff attention to the importance of a safe, positive site climate for student success. S/he encourages staff participation in developing respectful environments that address varied staff and student needs. The administrator establishes and reinforces a student behavior system that includes the teaching of rules and consequences for any actions that hinder teaching and learning. S/he conveys clear behavioral expectations that are equally applicable to all students and encourages staff to acknowledge student achievements and behaviors that meet expectations. The administrator collects data about individual and group attendance and discipline referrals, communicating results to staff so they can use the data to help improve school climate.	The administrator builds staff and student capacity to understand and value the role of physical and emotional safety at the site in enabling student learning and well-being. S/he convenes staff to learn about behavior-management systems that stress fair and incremental responses to student discipline issues and that incorporate culturally responsive strategies. With staff, s/he discusses and uses site-specific data to raise questions about any student groups that are consistently identified for disciplinary action and the possible individual and collective reasons for any imbalances. The administrator engages a committee of staff and other stakeholders in developing or updating a site behavior-management plan that addresses student attendance, participation, discipline, and achievement. Together, committee members commit to working on improvement goals and acknowledging accomplishments.	The leader enlists that assistance of staff, students, and other stakeholders in establishing and monitoring an environment that employs engagement and participation strategies to increase a sense of belonging, self-worth, and dignity among all staff and students. S/he works with staff and students to implement and oversee a behavior-management system with incremental interventions based on prevention, personal responsibility, and restorative practices. S/he leads and collaborates with staff and stakeholders in analyzing and responding to all relevant data to build and sustain a safe, fair, and respectful climate that meets the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner. S/he initiates regular celebrations to mark student, staff, and site accomplishments.	The leader cultivates shared leadership among staff, students, and other stakeholders, empowering them to use disaggregated data to identify factors that impact student engagement, connection, and sense of belonging. S/he facilitates an integrated instructional and behavior-management system in which staff and other stakeholders lead and implement culturally responsive strategies that engage students and staff in individual and collective learning. The leader consistently sponsors actions that promote safe, fair, and respectful environment for all students, with extra support for students with intellectual, linguistic, cultural, social-emotional, physical, and other needs. In collaboration with others, the leader regularly reviews progress and next steps for continuously improving site climate and regularly acknowledges individual and group accomplishments.

Element 3D: Fiscal and Human Resources

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands federal, state, and local requirements and policies for managing fiscal and human resources. S/he references these requirements when talking with staff about fair short- and long-term resource decisions for local funding and accountability plans. The administrator knows the importance of professional learning for improving staff and student outcomes, and s/he solicits staff input on varied options before making plans final. S/he follows district human resources policies and labor agreements for establishing staff expectations, providing learning, monitoring performance, and conducting evaluations. S/he provides timely feedback to individual staff members, acknowledging positive accomplishments, and responds to poor or inappropriate behavior.	The administrator directs financial and personnel resources toward activities included in the site's vision, goals, and plans. S/he builds staff and community understanding of federal, state, and local regulations regarding fiscal allocations, uses, and restrictions. S/he initiates opportunities for inclusive, transparent, and sound short- and long-term fiscal and human resource planning and monitoring for local funding and accountability plans. S/he works with staff groups to coordinate contractual agreements and the equitable distribution of fiscal and human resources with student-centered interests and needs. S/he engages staff in a range of learning opportunities, from increasing individual knowledge to advising the administrator on hiring, placement, professional learning, and evaluation matters. S/he offers individual staff feedback on growth and performance during the evaluation process. S/he recognizes staff achievements and quickly attends to any poor or inappropriate staff behavior.	The leader engages staff and stakeholders in aligning fiscal and human resources to the site's visions and plans for a productive learning environment. S/he helps stakeholders use short- and long-term management strategies and procedures that reinforce consensus on consistent and equitable distribution of fiscal and human resources. The leader is deliberate in putting student academic and support goals at the center of staff hiring, placement, and professional learning decisions, working with established policies and contractual agreements. S/he promotes the continuous improvement of all staff by supporting a system of professional learning and personnel evaluation. With each staff member, the leader collects and uses varied evidence to evaluate individual professional growth and performance in meeting student outcome goals. S/he consistently monitors staff behavior and performance and provides specific and actionable feedback that addresses problems directly and swiftly.	The leader partners with staff and other stakeholders, through collaborative agreements and processes, to monitor, leverage and equitably align all fiscal and human resources with the site's goals, including a productive learning environment and desires student outcomes. The leader bases staff hiring, placement, professional learning, and evaluation on assets and gaps in the staff's site's capacity to equitably and effectively serve all students. Together, the leader and staff create a coherent system of professional learning and support for continuous improvement that integrates contractual agreements and established policies. For individual performance evaluations, the leader emphasizes a collaborative process that uses systematic feedback and multiple forms of evidence to assess areas of the strength and needed improvement. The leader immediately remedies poor performance or inappropriate behavior.

Standard 4: Family and Community Engagement

Element 4A: Parent and Family Engagement

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is aware that parents and families have varied goals for students. S/he is aware of research and regulations regarding family involvement in site activities. S/he guides staff in identifying and prioritizing needs related to meaningful family engagement in student academic programs and expresses an expectation that staff will strengthen current practices. The administrator facilitates development of a plan for increased family engagement that brings in traditionally under-represented communities, and that aims to grow staff capacity for working effectively with diverse families. S/he works with staff to strengthen communications with the range of diverse families and to invite families to participate in their children's schooling.	The administrator understands the importance of recognizing diverse parent and family goals and aspirations for students. S/he stresses that federal, state, and local regulations set expectations for families to be active players in developing their students' academic and support plans. S/he initiates a plan to invite meaningful participation by families, including those from traditionally underrepresented communicates. S/he prompts staff to identify specific site activities and committees that might benefit from including a broader range of family perspectives. The administrator develops staff commitment to making parent and family participation an integral part of planning and to reviewing goals, operations, and results related to that participation. S/he works with staff to strengthen and clarify communication that delivers information to families and that describes specific opportunities and processes for their participation in meaningful site activities.	The leader creates a respectful culture that stresses the involvement of all students' parents and families, including those who add to the school community's linguistic, cultural, and economic diversity. S/he uses mandates, policies, and legal agreements to help shape staff and community expectations for families to have a strong voice in airing concerns, ideas, and interests. The leader collaborates with staff and families, including those from underrepresented communities, in finding ways to make all communications timely, accessible, and understandable. The leader, with staff, engages family members to help in decision-making about academic programs and supports that build on individual and collective student assets and address their needs. S/he solicits a variety of interactions with families to exchange information and facilitates reciprocal relations that further build site capacity to achieve desires student and site outcomes.	The leader shares responsibility with staff and families to create and sustain a climate and culture in which respect for diverse viewpoints is expected and all stakeholders empathize with others' perspectives. The leader's behavior serves as a model for enacting strong collaborative relationships with diverse families that makes them feel valued and connected to the site vision and student goals. S/he guides staff and others in consistently following federal and state requirements and legal agreements as they co-create and implement innovative communications. As part of an ongoing partnership, staff and families collaborate in determining which academic and support programs to implement. Together, they then monitor the effectiveness with which the programs are tailored for individuals, groups of students, or all students. The leader and staff form mutually beneficial relationships with families, recognizing assets and areas of growth needed for both the site and the families in order to support student learning and well-being.

Element 4B: Community Partnerships

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is knowledgeable about the need to collect information regarding community expectations to inform decision-making and provides opportunities for such input. S/he initiates partnerships with community groups to solicit funds and other resources to address site needs. The administrator invites community members into the site and initiates relationships that signal her/his interest in establishing fair and respectful partnerships to address expectations for students. S/he periodically meets with community-service and local news organizations to share site news and accomplishments.	The administrator establishes a plan to engage community members, organizations, businesses, and institutions in partnerships that can help support site goals. S/he involves staff groups in identifying potential partners and broadening the focus of partnerships to support student readiness for college and career. S/he reminds staff to consider family and community expectations for students in their own planning and decision-making processes. The administrator encourages staff to deepen their commitment to, and hone their skills for, treating all partner groups with fairness and respect. The administrator communicates with key community organizations and leaders about site needs, activities, and accomplishments.	The leader regularly collaborates with stakeholders to pursue and maintain mutually beneficial partnerships with a range of stakeholders, including nosiness and community members, organizations and agencies, county offices of education, and universities. S/he regularly reinforces for staff and others that partnerships are directed toward reaching the site's vision of all students becoming ready for college and career. S/he models fair and respectful engagement with community members and partner organizations, incorporating their diverse perspectives when planning and assessing education programs and services. S/he is consistently visible, accessible, and responsive in interacting with a broad range of community members to promote site and student successes.	The leader shares leadership for engaging a broad range of stakeholders to communicate their expectations and needs, then using that information in program planning and decision-making directed toward the site's visions and goals. Together, s/he is skilled in negotiating community partnerships that reflect shares goals and decisions that are widely understand and supported by stakeholders. S/he monitors and reinforces staff and community agreements to operate inclusive partnerships with fairness and respect. S/he is highly visible in local activities and proactive in regularly delivering progress reports that staff, students, and families communicate, in turn, to the broader community.

Standard 4: Family and Community Engagement (continued)

Element 4C: Community Resources and Services

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is aware that students and their families sometimes need extra support for students to be successful in learning. S/he reviews available data to identify areas in which students would benefit from community support services. S/he researches and identifies external resources that provide academic, cognitive, linguistic, cultural, social-emotional, physical, and other supports. The administrator and staff develop an outreach plan for contacting community resource and service providers. They also explore how the site and community services can cooperate to increase resources.	The administrator works with staff to assess specific academic, cognitive, linguistic, culture, social-emotional, physical, or other support needs of the site's students and families. S/he uses multiple sources of data to identify areas in which community resources and services provide the support her/his students need to succeed. The administrator initiates linkages between the site and community service, emergency, and welfare agencies that most directly match site needs and can offer support. S/he works with select staff to develop options for site and community coordination services, to make the most of resources. The administrator and staff communicate with families in understandable ways about existing community services and how to access them.	The leader and staff seek out and collaborate with community services that support the academic, cognitive, linguistic, culture, social-emotional, physical, and economic needs that inhibit student learning and well-being. The leader supports staff in expanding their capacity to respond effectively to student and family needs and to broker the connections between students and families and appropriate on-site or community-based services. S/he and staff are committed to building and sustaining positive partnerships and working agreements with local community, emergency, and welfare agencies by building mutually beneficial relationships that coordinate the use of site and community facilities and services. S/he capitalizes on community relationships to sustain existing resources and identify new resources to address needs.	The leader establishes a culture in which staff and stakeholders engage every available avenue and resource to support student learning and well-being. S/he advocates for students and their families by actively eliciting support for them from varied community service agencies and by connecting students and families with those services. The leader collaborates with staff and other stakeholders to regularly assess emerging needs and to review the effectiveness of partnerships and student progress related to support services. Together, they develop and implement new programs and delivery systems based on those data. The leader continuously seeks new opportunities to develop positive relationships, and s/he partners with external organizations that have mutual interests in sustaining and extending community resources to support students in reaching their goals.

Standard 5: Ethics and Integrity

Element 5A: Reflective Practice

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator knows about ethical and moral issues in education and the potential consequences of related action. S/he understands that personal assumptions, values, and beliefs influence how s/he acknowledges student assets and addresses students' various academic, linguistic, cultural, social-emotional, physical, and economic needs. S/he is able and willing to reflect on personal and professional challenges in order to identify areas in need of improvement, but is inconsistent in making time to do so. The administrator realizes that it is her/his ethical responsibility to keep up to date on research and best practices that apply to increasing student learning and well-being and seeks out opportunities for professional and personal learning. S/he is searching for ways to balance professional and personal responsibilities.	The administrator reflects on and refines personal assumptions, values and beliefs as a way to align her/his personal code of ethics with her/his professional responsibilities for addressing students' various academic, linguistic, cultural, social-emotional, physical, and economic needs and on building their assets. S/he takes responsibility for personal growth by identifying and initiating professional learning that strengthens her/his ability to promote equitable practices and access to appropriate resources for staff and for students. The administrator engages in opportunities to develop cultural proficiency skills and identify relevant research, best practices, and trends in curriculum, instruction, and assessment appropriate for supporting all students' learning and well-being. S/he initiates a plan for balancing professional and personal responsibilities so as to maintain her/his motivation, commitment, energy, and health.	The leader models self-awareness by engaging in reflective practice that results in greater insight into personal assumptions, values, and beliefs that affect her/his actions. S/he demonstrates her/his values and beliefs through personal and professional codes of ethics that promote equitable practices that address students' various academic, linguistic, cultural, social-emotional, physical, and economic needs that build on student's assets. The leader regularly examines her/his performance, considering how personal actions affect others and influence progress toward the goal of having all students graduate ready for college and career. The leader continuously improves her/his performance by actively engaging in ongoing professional learning that incorporates research and best practices focused on standards-based curriculum, instruction, assessment, and on cultural proficiency. The leader balances professional and personal responsibilities in order to sustain personal motivation, commitment, energy, and heath.	The leader regularly analyzes her/his values and beliefs to reflect on how her/his personal and professional codes of ethics shape collaborations with students, staff, and stakeholders. The leader publicly shares her/his codes of ethics and explicitly connects the with the advocacy and actions required to implement and sustain equitable practices that address students' various academic, linguistic, cultural, social-emotional, physical, and economic needs that build on their assets. The leader continuously improves her/his performance by capitalizing on research and best practices focused on curriculum, instruction, assessment, and culturally proficient behavior to transform teaching and learning. The leader's behaviors model a work/life balance that sustains personal motivation, commitment, energy, and health.

Element 5B: Ethical Decision-Making

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is able to analyze and draw conclusions about many of the moral implications and potential legal consequences of decisions. S/he explains to staff the importance of using relevant research and evidence in making fair decisions. The administrator supports staff's access to various sources of information about effective teaching and learning, leadership, management practices, equity and other content that contribute to making fair and ethical decisions about instruction and support services. The administrator facilitates staff discussions about personal and institutional biases that are obstacles to student learning and well-being and strategizes with them on ways to individually and collectively address those biases. The leader articulates her/his personal commitment to fair and ethical decisions and practices.	The administrator dialogues with site and district staff when considering potential moral and legal consequences of individual and site decisions. S/he regularly engages staff in examining student data and guides them in using the information appropriately and fairly. S/he supports staff to review their individual assumptions and beliefs about teaching and learning, and then, to identify any biases institutionalized in site policies and practices. Together, s/he and staff consider these obstacles to student learning and ways to remove barriers, including those specifically related to economic, social-emotional, racial, linguistic, cultural, physical, gender, or any other sources of education disadvantage or discrimination. S/he commits to making difficult decisions in the service of equitable outcomes for students, staff, and the community.	The leader works with site and district staff and others to adopt a set of guiding criteria for considering and evaluating potential moral and legal consequences of individual and collective decisions. Together, s/he and staff consistently apply current research on effective teaching and learning, leadership, management practices, and equity, coupled with data from multiple sources, to make fair and ethical decisions. S/he coaches staff and community members to examine and address personal and institutional biases that are barriers to student learning, including those specifically related to economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination. S/he is transparent about the criteria and an ethical principle applied in decision-making and honors her/his commitment to prioritize the needs of students, staff, and the school community when resolving conflicts.	The leader shares leadership with staff and community members in monitoring and updating criteria and processes for considering and evaluating potential moral and legal consequences of individual and collective decisions. With staff, along with external experts, s/he reviews pertinent existing research and collaborates with them in conducting action-research related to their own questions about effective teaching and learning, leadership, management, and equity relevant to making fair and ethical decisions on behalf of students and the community. S/he and staff escalate action that eliminates personal and institutional barrier emanating from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination. The leader works with others to grow collective capacity and commitment to persist in making difficult decisions aimed at achieving equitable outcomes for students, staff, and the community.

Standard 5: Ethics and Integrity (continued)

Element 5C: Ethical Action

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator recognizes that her/his role can lead to professional influence. S/he expresses the necessity of having a climate of trust, respect, and communication in order to make their decisions for students. S/he communicates expectations that staff decisions reflect ethics, integrity, justice and equity. The administrator guide staff and discussing assumptions and beliefs about teaching and learning that can negatively affect outcomes for students. S/he strives to be a role model for staff. S/he protect students and staff confidentiality by following legal, social, and ethical use of technology and encouraging staff to do the same.	Do you administer activate her/his professional influence with staff by initiating activities that develop the climate of trust, respect, and communication needed to make a fair and equitable decisions for students. Administrator communicates and supports the expectation that staff actions reflect ethics, integrity, justice, and equity. The administrator facilitates a process By which staff can safely examine any personal assumptions and with the leaves about teaching and learning that negatively affect outcomes for students. The administrator set an example for high expectations and transparent action that colleagues notice and are inspired to emulate in their own performance, commitment, and accountable behavior. The administrator protects the rights and confidentiality of staff and students and promote staff understanding of the legal, social, and ethical use of technology.	The leader uses her/his professional influence to engage staff in the community in nurturing a climate of trust, mutual respect, and honest communication that undergirds fair and equitable decisions for all students. The leader bases her/his actions on a foundation reflecting ethics, integrity, justice, and equity, and S/he communicates expectations and provides support for the same professional behavior from staff. S/He employs varied strategies to support staff and community members in safely examining their own assumptions about teaching and learning and to respectfully challenge any beliefs that undermine equitable outcomes for all students. S/he models transparent, accountable behavior to encourage staff and others to higher levels of performance, commitment, and motivation. The leader consistently protects the rights and confidentiality of students, staff, and families and guides the legal, social, and ethical use of technology.	The leader intentionally extends her/his professional influence to staff, students, and community members so that together they support and sustain the climate of trust, Mutual respect and honesty medication needed for fair and equitable actions on behalf of all students./he collaborates with staff and the community to monitor and refined collective actions to reflect ethics, integrity, justice, and equity. S/he enables staff and community members to use strategies that assist them and other stakeholders in safely and regularly challenging assumptions and beliefs about teaching and learning that negatively affect actions taken on behalf of all students. The leader models, monitors, and coaches transparent and accountable behavior to lift staff, Students, and community members to higher levels of performance, commitment, and motivation. S/she works with staff and other stakeholders to understand and protect students, staff, and family confidentiality, and to adhere to legal, social, and ethical technology use.

Standard 6: External Context and Policy

Element 6A: Understanding and Communicating Policy

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator manages her/his site to comply with federal, state, and local laws and policies, following district direction./He invites the local community to the site to discuss how to improve education programs and student achievement for all students. Including those needing extra support. In that discussion, S/he incorporates information about federal, state, and local education laws and policies. S/he knows the rules of school leaders, education board, legislators, and other key stakeholders and making education policy. The administrators participate in district meetings to understand the district parameters for an administrator's engagement in policy discussions and development.	The administrator, during planning and monitoring processes, discusses with staff and site governance groups the major federal, state, and local laws, regulations, and policies affect in the state and how the site operates within them. Ask/he understands and can explain the rules of School leaders, education boards, legislators, and other decision-makers developing education policy. The administrator encourages the local community, and at times the broader public audience, to participate in plant activities to talk with her/him and staff about how to improve student learning and achievement for all students, including English learners and students needing additional supports/he uses these opportunities to elicit a broader perspective about future site and student needs.	The leader guides and support staff and community members in operating consistently with local, state, and federal parameters. S/P structures of various opportunities for staff and community to build understanding of federal, state, and local laws, policies, regulations, and statutory requirements, I hosting and facilitating conversations that explain them and how they affect education programs and outcomes for all students, including English learners and students needing additional support. The leader uses her/his understanding of the relationships between and among school leaders, education boards, legislators, and other key stakeholders to explain policy development processes to staff and community members. The leader leverage is increased public understanding of education policy to identify and address emerging trends and initiatives that affect School and district priorities and actions.	The leader shares responsibility and accountability with staff and stakeholders to operate consistently within federal, state, and local laws, regulations, and policies. The leader establishes and co-facilitates regularly scheduled study sessions and forms in which staff and stakeholders discuss continuously improving education programs and outcomes for all students, including English learners and those needing additional support, and how federal, state, and local education laws, policies, regulations, and statutory requirements relate to the site's goals. S/he engages Community members in expanding their collective understanding of how the work of school leaders, education boards, legislators, and other key stakeholders connect, and S/he explores potential conflicts or agreements among agencies or stakeholders that may arise during the development of policies. Together they analyze emerging policy trends to forecast External factors that may affect side and district goals, programs, practices, and resources.

Element 6B: Professional Influence

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator discusses with staff the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their site's students and families. S/he facilitates discussions at staff meetings to identify ways the site can work on ensuring the adequacy and equitable allocation of student resources and supports so that every student has the opportunity to meet education goals. The administrator follows public policies and procedures that are relevant to student and family needs. The administrator publicizes opportunities for staff and the broader site community to participate in planning for the equitable distribution of resources and support services.	The administrator supports staff in developing a common understanding of what the adequacy and equitable allocation of student resources and supports means at the site, and s/he discusses site issues and solutions with them highlighting the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their students and families. S/he supports public policies and procedures that provide for the current needs of all children and families that improve equity outcomes that lead to having every student graduate ready for college and career. The administrator engages staff and the local community in planning for the equitable distribution of resources and support services for all students.	The leader works with staff and community members to identify equitable policies and practices that address the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of the site's students and families, and s/he advocates for adequacy and equitable allocation of student resources and supports. S/he supports public policies and administrative procedures intended to address present and future student and family needs and focuses attention on improving education so that all students graduate ready for college and career. The leader sponsors staff and community participation in working with her/him to promote public policies directed toward the equitable distribution of resources and support services for all students.	The leader collaborates with staff and community members to develop collective capacity to advocate for equitable actions directed toward addressing the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of students and families. S/he shapes policies and procedures to actively address the present and future needs of students and families with ongoing action that results in all students graduating ready for college and career. With the community and external stakeholders, the leader promotes public policies and plans for the adequacy and equitable allocation of resources and support services for all students.

Standard 6: External Context and Policy (continued)

Element 6C: Policy Engagement

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator responds to invitations from the governing board and with district and local leaders to discuss policies that benefit students and support the improvement of teaching and learning. S/he explores building relationships with stakeholders, policymakers, and researchers to identify issues and potential changes that could affect education. The administrator identifies community leaders, stakeholders, and researchers to contact when addressing cultural, economic, and social issues related to students and their families.	The administrator works with the governing board and with district and local leaders to influence local policies that benefit students and support the improvement of teaching the learning. S/he teams with stakeholders, policymakers, and researchers representing a range of interests and expertise, working with them to identify and address issues, trends, and potential changes that could affect the context and conduct of education. The administrator initiates relationships with community leaders, stakeholders, and researchers to support her/him in program planning to address cultural, economic, and social issues affecting students and their families.	The leader shares responsibility with the governing board and with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. S/he actively develops relationships with stakeholders, policymakers, and researchers, who have varied areas of interest and expertise, to identify and address issues, trends, and potential changes that could affect the context and conduct of education. The leader partners with community leaders, stakeholders, and researchers – all with identified expertise – to inform specific district and school planning, policies, and programs that address current and emerging cultural, economic, and social issues affecting students and their families.	The leader shares responsibility with the governing board and with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. S/he capitalizes on well-developed relationships with stakeholders, policymakers, and researchers who have varied areas of interest and expertise, to affect policy changes related to the most important issues and trends of education. The leader is engaged with community leaders, stakeholders, and researchers in active and ongoing collaborations to inform district and site planning, policies, and programs that respond to current and emerging cultural, economic, and social issues that affect students and their families.

Santa Cruz City Schools

Instructions:

Using your reflection on the Administrative Standards Rubric, the District Goals and Metrics and your school/department goals, develop three personal goals to support your work for the year.

District Goals for Goal #1: (select your district goal from the drop down)

Professional Standard for Goal #1: (select one of the standards below, and then choose from that drop down)

Standard 1: Development and Implementation of a Shared Vision

Standard 2: Instructional Leadership

Standard 3: Management and Learning Environment

Standard 4: Family and Community Engagement

Standard 5: Ethics and Integrity

Standard 6: External Context and Policy

School/Department Goals for Goal #1:

Professional for Goal #1:

Evidence/Data to support growth on Goal #1:

District Goals for Goal #2: (select your district goal from the drop down)

Professional Standard for Goal #2: (select one of the standards below, and then choose from that drop down)

Standard 1: Development and Implementation of a Shared Vision

Standard 2: Instructional Leadership

Standard 3: Management and Learning Environment

Standard 4: Family and Community Engagement

Standard 5: Ethics and Integrity

Standard 6: External Context and Policy

School/Department Goals for Goal #2:

Professional Goals for Goal #2:

Evidence/Data to support growth on Goal #2:

District Goals for Goal #3: (select your district goal from the drop down)

Professional Standard for Goal #3: (select one of the standards below, and then choose from that drop down)

Standard 1: Development and Implementation of a Shared Vision

Standard 2: Instructional Leadership

Standard 3: Management and Learning Environment

Standard 4: Family and Community Engagement

Standard 5: Ethics and Integrity

Standard 6: External Context and Policy

School/Department Goals for Goal #3:

Professional Goals for Goal #3:

Evidence/Data to support growth on Goal #3:

Project-Based or Peer-Based Evaluation
Final Reflection "Method 2, 3"
Santa Cruz City Schools

Directions: This final reflection sheet needs to be completed before your final meeting with your supervisor.

1. To reflect on your growth during this evaluation cycle, highlight your successes and learnings?

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?

Project-Based Evaluation- Administrative "Method 2"

Santa Cruz City Schools

Planning Sheet for _____

(name of administrator)

Directions: Please complete the items below and have ready to present to your evaluator at your conference. Refer to the standards/domains and Goal-Setting sheet for guidance with your project.

Project Title:	
Brief description of the purpose of the project: What project are you going to complete?	
What data or artifacts might you collect:	
Brief explanation of what you intend to do to achieve your goals: What do you hope to learn about your practice or about student learning by completing your project? How will this advance your proficiencies?	
What is your timeline: What will you have done regarding your project by the December break?	
By the end of May: What project documentation will you be submitting to your supervisor before your Summative Conference?	
How will you measure success: In other words, how will you determine if the project has been worthwhile to you as you continue to develop your craft?	

_____   _____   _____   _____
Evaluatee's Signature   Date   Supervisor's Signature   Date

Planning Sheet for _____

(name of administrator)

Directions: Please complete the items below and submit to your evaluator. Your evaluator will set up periodic meetings to review your progress on your Peer-Based Evaluation sheet.

Partner: **Department or School:**	
Brief description for choosing this method: What do you hope to learn about your practice or about student learning? How will this advance your proficiencies?	
Observation: What practices/structures do you plan to observe closely? Have you and your partner identified Standards/Domains/initiatives to focus on during your observation?	
What is your timeline: • Anticipated Pre/Post Observation dates? • Anticipated Observation dates?	

_____   _____
Evaluatee's Signature   Date   Supervisor's Signature   Date

Summative Evaluation –Administrative "Method 1, 2, 3"
Santa Cruz City Schools

METHOD OF EVALUATION: ☐ **Administrative Evaluation** "Method 1"
☐ **Project-Based Evaluation** "Method 2"
☐ **Peer-Based Evaluation** "Method 3"

NAME _____ ASSIGNMENT _____ DATE _____

SCHOOL/LOCATION _____ SUPERVISOR _____

1 = Practice Does Not Meet Standard 2 = Practice Partially Emerging Standard 3 = Practice Proficient 4 = Practice Distinguished	1	2	3	4
1. **Development and Implementation of a Shared Vision**	☐	☐	☐	☐
1.A Student Centered Vision				
1.B Developing a Shared Vision				
1.C Vision Planning and Implementation				
2. **Instructional Leadership**	☐	☐	☐	☐
2.A Professional Learning Culture				
2.B Curriculum and Instruction				
2.C Assessment and Accountability				
3. **Management and Learning Environment**	☐	☐	☐	☐
3.A Operations and Facilities				
3.B Plans and Procedures				
3.C Climate				
3.D Fiscal and Human Resources				
4. **Family and Community Engagement**	☐	☐	☐	☐
4.A Parent and Family Engagement				
4.B Community Partnership				
4.C Community Resources and Services				
5. **Ethics and Integrity**	☐	☐	☐	☐
5.A Reflective Practice				
5.B Ethical Decision-Making				
5.C Ethical Action				
6. **External Context and Policy**	☐	☐	☐	☐
6.A Understand and Communicating Policy				
6.B Professional Influence				
6.C Policy Engagement				

NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING

☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE DATE	SUPERVISORS SIGNATURE DATE

.

Reflection Form- Administration

Reflect on attainment of Goal #1:

Data/ Evidence to support your growth:

Reflect on attainment of Goal #2:

Data/ Evidence to support your growth:

Reflect on attainment of Goal #3:

Data/ Evidence to support your growth: