

Overview

Educational Administrator Evaluation Program

PILOT/DRAFT

Introduction

The process of evaluating is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the school administrator's role in improving achievement for all students.

A new approach to school administrator evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics – values and beliefs – that support the work so both the school administrator and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to promote the professional growth of the administrator.

Guiding Principles

The Salt Lake City School District Administrative Evaluation System is intended to promote educational excellence. The Joint Educator Evaluation Committee believes that the evaluation system should:

- Recognize and acknowledge effective administrative leadership;
- Highlight exemplary practice;
- Keep the educator at the center of the evaluation system;
- Acknowledge leadership styles, assignments and individual needs;
- Show special emphasis on development, support and assistance for provisional administrators and administrators in a new role;
- Benefit students by ensuring effective instruction; and
- Recognize that persons unsuited to the educational setting should no longer be employed as educators.

Operating Principles

The Salt Lake City School District Administrative Evaluation Committee established a set of requirements for the *actual* operation of the evaluation program. The new system:

- Conforms to state and district guidelines;
- Provides for reflection on practices;
- Provides a collaborative environment based on trust and clear communication;
- Recognizes, acknowledges and promotes excellent practice that ensures student learning;
- Reflects current research and effective evaluation processes;
- Promotes, supports and stimulates personal professional growth;
- Exemplifies collaborative processes;
- Encourages multiple and varied data sources;
- Provides formative assistance and support for improving practice;
- Includes all personnel as influences of student learning under the same principles of evaluation;
- Supplies specific information and assistance for effective remediation and/or dismissal; and
- Is objective, reliable and valid.

Administrator Evaluation Program Timeline

Suggested Timeline	Responsible Party	Action
July	New School Administrators	<ul style="list-style-type: none"> • Supervisor and school administrator review job description.
August/September	All School Administrators	<ul style="list-style-type: none"> • Supervisor and school administrator review evaluation process, forms, standards, timelines and possible supporting documents for evidence/data (in GAM). • Assign mentors to provisional administrators • Review Self-Assessment from previous year • Administrators complete Self-Assessment, Professional Growth Plan and goal setting
August	All School Administrators	<ul style="list-style-type: none"> • Supervisor begins monitoring performance
September/October	All School Administrators	Fall Collaborative (supervisor and school administrator) <ul style="list-style-type: none"> • Discuss SIP adjustments • Set goals for current year using Self-Assessment, Professional Growth Plan (PGP) and Goal Forms
January	Provisional Administrators	<ul style="list-style-type: none"> • Supervisor completes the mid-year evaluation
January/February	All School Administrators	Informal mid-year visits (supervisor and school administrator) <ul style="list-style-type: none"> • Review progress on professional growth plan and goals • Review progress on SIP
April 30 June 30	Provisional Administrators Career Administrators	End of Year Review by School Administrator <ul style="list-style-type: none"> • Review Self-Assessment, PGP and Goal Forms • Provide evidence of meeting professional goals (add stakeholder feedback and student achievement data when available) • Provide evidence of progress of SIP Action Plans • Complete teacher evaluations (by June 15) • Complete previous year's Evaluation Summary and Report (to be submitted to HR) Discuss PGP and goals achievement, achievement data, stakeholder input and teacher evaluation completion

Utah Educational Leadership Standards

The **Utah Educational Leadership Standards** are a description of highly effective leadership as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to lead effective schools and teach the Utah Core Standards. The Educational Leadership Standards align with national leadership standards (ISLLC, 2008) and current research on effective leadership practice. **The categorical ratings indicated on the Educational Leadership Standards' rubric follow a continuum of professional leadership learning** and outline phases of the development of leadership skills from the most basic to the highest levels of attainment. The continuum of professional leadership learning (Rudimentary, Emerging Effective, Effective, and Highly Effective) is intended to be used in a **formative** way as part of self-reflections and self-assessment. They also provide information that is useful for purposes of mentoring, coaching, professional development, and early intervention. The rubric of indicator behaviors and actions are written to be observable and measurable. The behaviors and actions are also indirectly associated with enhanced teacher performance and improved student outcomes. The Utah Educator Evaluation Framework (R277-531) is aligned with this document and is accomplished by evaluation tools which are intended for use in both **formative and summative** educational leadership evaluation systems.

Standard 1: Visionary Leadership

An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Performance Expectation 1A:

Educational leaders establish high and measurable expectations for all students and educators.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Uses varied sources of evidence and analyzes data about current practices and outcomes to shape vision, mission, and goals with high, measurable expectations for all students and educators.	Uses a single source of information and data about what is currently occurring to shape mission and goals.	Uses several information sources and some data to shape vision, mission, and goals with expectations for students and educators.	Selects and organizes data about current processes and outcomes and connects that data with best information sources that shape vision, mission, and goals with high measurable expectations for all students and educators.	Engages all stakeholder groups in understanding information from a variety of sources and in understanding how to analyze data in order to assist in focusing vision, mission, and goals with high, measurable expectations for all students and educators.
2-Aligns, revises, and adapts vision, mission, and goals to school, district, state, and federal policies.	Treats expressions of vision, mission, and goals as isolated statements and programs with little reference to overall policy direction.	Scrutinizes vision, mission, and goals for congruence with school, district, state, and federal policies.	Ensures that the overall meaning and expressions contained within vision, mission, and goals are aligned with school, district, state, and federal policies.	Leads stakeholder groups to know and use school, district, state, and federal policies as a method of aligning, adapting, and revising shared vision, mission, and goals within the larger context of school improvement and student achievement.
3-Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.	Informs stakeholder groups about vision, mission, and goals, which are limited in scope.	Invites input from many stakeholder groups in the school community when creating vision, mission, and goals.	Includes various stakeholder groups - including the school population and community - and builds consensus about vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student to achieve.	Provides training, facilitation, and guidance about demographics, research, and best practices to all stakeholder groups and engages them in setting vision, mission, and goals in order to provide equitable, appropriate, and effective learning opportunities for every student to achieve.

Performance Expectation 1B:

Educational leaders facilitate a process of creating a shared vision, mission, and goals.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Establishes, conducts, and evaluates processes used to engage staff, community, and diverse stakeholders in a shared understanding and	Offers approaches to creating vision, mission, and goals, but is not inclusive of staff and diverse stakeholder groups.	Experiments with processes for creating and evaluating ways to involve staff and diverse stakeholder groups in vision, mission, and goals.	Implements and evaluates techniques which engage staff and diverse stakeholder groups in supporting vision, mission, and goals.	Leads and demonstrates ways to institute, implement, and evaluate processes which engage staff and diverse stakeholder groups in supporting vision, mission, and goals.

commitment to vision, mission, and goals.				
2-Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.	Limits information and sharing of responsibilities among staff and diverse stakeholder groups for making decisions and evaluating actions and outcomes.	Shares information and directs responsibilities for making decisions and evaluating actions and outcomes with staff and diverse stakeholder groups.	Enables staff and diverse stakeholder groups to develop commitments and responsibilities that are tied to the decision making process and to evaluate the outcomes of their decisions using multiple data sources.	Leads and facilitates staff and diverse stakeholder groups to develop and reflect upon the commitments and responsibilities that are tied to the decision making process and to evaluate the quality of the outcomes of their decisions using multiple data sources.
3-Communicates and acts on commitments in the shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.	Shows little regard for vision, mission, and goals in reference to actions and decisions.	Supports through words and actions commitment to vision, mission, and goals.	Leads and models to staff and community the responsibility to act with consistency and adhere through words and actions a commitment to vision, mission, and goals.	Leads, models, and assesses with staff and community the effectiveness of their adherence to words and actions which demonstrate commitment to vision, mission, and goals and works to ensure continuing fit with school, student, and staff needs.

Performance Expectation 1C:

Educational leaders sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Uses or develops data systems and other sources of information to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.	Understands sources of information and data systems, but only uses these sources in limited ways.	Uses information sources and data systems which provide knowledge that can be used to assess whether goals for students are being met.	Ensures that sources of information and data systems are used to assess whether goals for student progress are being met, and then specifies areas for improving student achievement.	Creates or adapts data systems and uses appropriate data systems and additional information sources for assessing goals and student progress, and proceeds with a plan for involving stakeholder groups in improving student achievement.
2-Engages faculty, staff and school community by making decisions informed by vision, mission, data, research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.	Has limited knowledge and skill in the use of data and research to identify barriers to goal accomplishment and program review.	Explores and practices with the use of data, research, and best practices to shape plans, programs, and activities associated with vision, mission, and goals.	Uses collaborative methods with stakeholder groups to review data, research, and best practices in order to shape needed programs and activities, and identify barriers to goal accomplishment by reviewing the impact of the programs and activities on student learning.	Engages all staff and diverse stakeholder groups in the decision making process and uses data, research, and best practices to identify and eliminate barriers to accomplishing goals by regularly reviewing and evaluating the outcomes of planning, program development, and activities associated with vision, mission, and goals.
3-Uses vision, mission, and goals to guide school improvement planning, change strategies, and implement instructional programs.	Does very little to provide for improvement planning, change strategies, and instructional programs as they relate to vision, mission, and goals.	Consults and considers vision, mission, and goals when planning, selecting change strategies, and selecting instructional programs.	Aligns vision, mission, and goals with improvement planning processes, change strategies, and implementing effective instructional programs.	Uses vision, mission, and goals on a regular basis as a foundation for setting short and long-range goals and purposeful alignment of resources to improve instruction.
4-Obtains, aligns, and allocates resources to achieve the vision, mission, and goals.	Uses criteria other than vision, mission, and goals when selecting and using resources.	Considers vision, mission, and goals when selecting and using resources.	Ensures that resources are available and used to promote the achievement of vision, mission, and goals.	Encourages diverse stakeholder groups to develop resources and/or obtain cutting edge resources which promote the achievement of vision, mission, and goals.
5-Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.	Conducts cursory reviews of progress toward vision, mission, and goals with little evidence or revision of programs and activities	Employs some evidence to evaluate and review progress toward vision, mission, and goals when revising programs and activities.	Uses evidence to evaluate and revise programs and activities in order to provide equitable, appropriate, and effective learning opportunities for every student as it relates to vision, mission, and goals.	Utilizes sound and systemic evidence of progress toward vision, mission, and goals to predict trends and see patterns of needs and opportunities for growth when planning equitable, appropriate, and effective programs and activities for all students.

Standard 2: Teaching and Learning

An educational leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

Performance Expectation 2A:

Educational leaders ensure strong professional cultures that support teaching and learning.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.	Provides professional development with little focus on school needs and with minimal impact on student learning.	Provides professional learning activities that support student learning but lack focus and sustainability.	Provides sustainable professional learning activities that support student learning and school culture based on school needs.	Uses multiple data sources to provide varied, targeted and sustainable professional learning activities that enhance adult capacity to positively impact student learning and school culture.
2-Builds organizational capacity that collectively improves instructional practices and student outcomes.	Makes organizational and instructional decisions with little regard to impact on student outcomes.	Is aware of the impact that hiring, training, and retaining professional staff has on improving instructional practices and student outcomes.	Consistently hires, trains and retains professional staff that collaboratively work to improve instructional practices and student outcomes.	Builds a self-sustaining structure that provides for staff to actively participate in improving instructional practices and student outcomes by participating in hiring, training, and instructional decisions.
3-Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	Makes school decisions mostly in isolation and informs others of these decisions.	Frequently makes effort to include others in sharing information, analyzing outcomes and planning improvement, but results do not permeate the school culture.	Builds a professional culture of trust, openness and collaboration , engaging teachers in sharing information, analyzing outcomes, and planning improvement.	Sustains an ongoing professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
4-Uses data about teacher practice to identify and support individual and team professional learning needs across a continuum of professional growth.	Provides very little data-based feedback.	Uses some clearly defined sources of information as the basis for feedback, and offers feedback on an unscheduled, irregular basis.	Provides feedback that includes multiple clearly defined sources, delivers feedback on a regular basis, and links data and feedback to improvement in teaching and learning for individuals and teams	Differentiates some of the data sources on which feedback is based according to individual needs and team needs, and aggregates data to offer individual, school, and system-level feedback which supports a continuum of professional growth.
5-Guides and supports quality professional development that results in improved teaching and learning and meets diverse learning needs for all students.	Offers little or ineffective professional development without regard to learners' needs.	Initiates professional learning opportunities that apply best practices to classrooms, schools, individual students, and learning objectives for all curricular areas in the aggregate.	Implements professional learning with performance-based components and ensures that professional learning for educators focuses on the characteristics and demographics of learners .	Organizes a long-term plan for continuous improvement of quality professional development that is built on data, feedback and continuous study of evidence-based practices and focused on the learning needs for all students.

Performance Expectation 2B:

Educational leaders require all educators to know and use Utah Core Curriculum, and current Utah Effective Teaching Standards.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.	Lacks a practical understanding of how to analyze student work, monitor student progress, adapt curriculum and adapt instructional practice.	Knows ways to analyze student work, monitor student progress, adapt curriculum and adapt instructional practice, but does not break it down to individual or team levels.	Organizes staff and information sources to create a common focus for individuals and teams to analyzing student work, monitoring student progress, adapting curriculum, and adjusting instructional practice to meet student learning needs.	Uses examples of student and teacher work to clarify and promote individual and team understanding and support collaborative practices that encourage the use of rigorous curriculum and appropriate instructional practices to promote high levels of achievement for all students.
2-Facilitates shared understanding of Utah Core Curriculum and standards-based instructional practices	Provides little leadership in applying the Utah Core Standards, instructional	Offers opportunities through random events for educators to understand, apply, and reflect upon the use of	Arranges for professional learning opportunities for staff to understand and apply the	Leads staff in formal and informal sessions which focus on Utah Core Curriculum Standards , aligning rigorous curriculum,

and programs by providing support and guidance to teachers in implementing and aligning rigorous curriculum, effective instruction, content standards, and appropriate assessments to meet student learning needs.	practices, and assessments.	Utah Core Curriculum Standards, instructional practices, and assessments.	Utah Core Curriculum Standards and reflect upon curriculum, instruction, and assessments.	effective instruction, and appropriate assessments to meet every student's learning needs.
3-Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.	Has very little understanding of how to differentiate instruction for diverse learners and is awkward in assisting staff with this skill.	Is learning how to differentiate instruction using a variety of strategies, resources, and accommodations and makes some efforts to improve instructional strategies.	Provides regular professional learning opportunities for all educators to increase their knowledge of differentiated instructional approaches and varied resources and to examine practices that meet the needs of all learners.	Leads and facilitates professional learning on differentiated teaching strategies, curricular resources, and technologies and ensures that these strategies and resources are being applied and used in teachers' classrooms as instruction is adjusted to meet various student needs and backgrounds.
4-Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.	Has little awareness of research about student- based strategies and practices that are appropriate in the local context to increase learning for every student.	Studies the literature and research on using instructional practices to promote student achievement for all learners.	Provides educators with knowledge of and encouragement for using strategies that hold promise for improving learning in the local context.	Applies research-based best practice approaches when conducting professional learning and other events for adult educators to inform curriculum and instructional practices that are useful in the local context.
5-Provides instructional leadership by supervising, evaluating, coaching, and mentoring educators to improve instructional practice.	Completes supervisory function and encourages professional growth with little success.	Completes formative evaluation tasks and attempts to guide improvement in instructional practice.	Supervises, evaluates, coaches and mentors educators to improve instructional practice.	Builds capacity for all educators to be involved in reflective practice to monitor their own progress in improving instruction and assist others in their progress.

Performance Expectation 2C:

Educational leaders implement appropriate systems of assessment and accountability.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Collects and appropriately uses standards-based accountability data to improve the quality and effectiveness of teaching and learning.	Uses single sources of information for decisions about student learning, teacher effectiveness, and program quality.	Seeks sources of aligned, standards-based accountability data that relate to effective teaching and learning.	Aligns standards-based goals with outcome data to improve the quality and effectiveness of teaching and learning.	Trains teachers on the use of aligned, standards-based accountability data to improve the quality and effectiveness of teaching and learning.
2-Uses varied sources and kinds of information and data to evaluate student learning, effective teaching, and program quality.	Uses a single source of information and little data for decision making about student learning and program quality.	Uses varied sources of data and information for program evaluation and student assessment.	Appropriately matches different kinds of data and assessments with the kinds of information needed to make sound judgments about program effectiveness and student achievement.	Leads staff and other educators to understand the kinds of sources available for decision making about programs and learning outcomes and the criteria to be considered in matching those sources with information needed to evaluate student learning, effective teaching, and program quality.
3-Uses effective data-based technologies and performance management systems to support regular analysis and interpretation of data for accountability	Uses little technology or performance management systems to direct school improvement.	Studies technology and performance management systems available and is learning the relationship between such tools and school improvement.	Applies appropriate technology and performance management systems to address stated goals and to adjust programs and resources for improvement	Explores cutting edge technologies and other assessment tools, and collaborates with colleagues to improve the quality of the technology and program management tools for continuous

reporting and to guide continuous improvement of teaching and learning.			aimed at enhanced teaching and learning.	school improvement associated with enhanced teaching and learning.
4-Synthesizes data and evaluates progress toward vision, mission, and goals for all stakeholders.	Has little understanding about the relationship between vision, mission, and goals and the use of data.	Studies tools available for gathering data and attempts to relate these data to vision, mission, and goals.	Organizes and interprets data so that individual educators and stakeholder groups can understand the results and plan for future improvement of vision, mission, and goals.	Leads educators to organize data so that results have meaning in terms of expressed goals and leads educators to know strategies for communicating complex findings so that individuals and stakeholder groups can understand the meaning of the data in terms of expressed vision, mission, and goals.

Standard 3: Management for Learning

An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Performance Expectation 3A:

Educational leaders distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Distributes and oversees responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems.	Provides very few management structures and procedures and is unaware of how they support student learning.	Knows some of the strategies needed to build management structures and procedures and uses them appropriately to support teaching and learning.	Assigns and reviews the duties and responsibilities associated with leading operational systems and encourages others to assist in the use of appropriate strategies for school management to support teaching and learning.	Engages stakeholder groups in analyzing duties and responsibilities associated with leading operational systems and planning for appropriate assignments while modeling effective problem solving skills and knowledge of strategic, long-range and operational planning to support teaching and learning.
2-Maintains the physical plant for safety, ADA requirements, and other access issues to support the learning of every student.	Does not maintain the physical plant or keep in compliance with ADA or access issues.	Knows the requirements of maintaining the physical plant and works to ensure adherence to safety, ADA, and other access issues.	Maintains the physical plant , adheres to safety and ADA requirements and other access issues in order to support student learning.	Leads staff and stakeholder groups to understand and sustain the positive relationship between a well-maintained and accessible physical plant and student learning.
3-Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.	Does little to facilitate the timely flow of information.	Employs systems to provide timely flow of information.	Develops and facilitates communication and data systems that assure the timely flow of communication to support teaching and learning.	Engages all diverse stakeholder groups in developing and facilitating communication and data systems to support teaching and learning.
4-Oversees acquisition and maintenance of equipment and effective technologies to support teaching and learning.	Shows little understanding for use of equipment and technologies and their relationship to teaching and learning.	Explores options for and provides equipment and technologies which are effective and support student learning.	Ensures that equipment and technologies that are effective and support student learning are acquired and maintained.	Leads stakeholder groups to explore and use tools, technologies, and applications which are effective, especially with regard to supporting student learning.
5-Evaluates and uses effective tools to revise processes and continually improve the operational system in order to ensure teacher and organizational resources are focused to support quality instruction and student learning.	Only conducts reviews of the operational system if required to do so and fails to understand implications for teaching and learning.	Conducts reviews of the operational system and uses resources without fully understanding their relationship to student learning.	Uses effective tools to evaluate and revise processes to continually improve the operational system and focuses resources on instruction and learning.	Engages all stakeholder groups in evaluating the success with which duties and responsibilities associated with leading operational systems have been executed and uses this information in planning for improvement in high quality instruction and student learning.

Performance Expectation 3B:

Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Operates within budget and fiscal guidelines directed effectively	Has little understanding of monetary guidelines and/or fails to direct	Understands monetary guidelines and develops capability of directing resources	Adheres to monetary guidelines and effectively directs resources toward teaching and learning.	Enables stakeholder groups to understand the importance of abiding by monetary guidelines and increases their

toward teaching and learning.	resources toward teaching and learning.	toward teaching and learning.		knowledge of ways to effectively direct resources toward teaching and learning.
2-Allocates funds based on student needs within the framework of federal, state, and district rules.	Does not allocate funds appropriately.	Seeks to understand ways to meet district, state and federal fiscal mandates while allocating funds to meet student needs.	Allocates funds based on student needs within the framework of district, state, and federal fiscal mandates.	Teaches stakeholder groups ways to use funding to simultaneously meet student needs and district, state, and federal fiscal mandates.
3-Leverages resources to achieve vision, mission, and goals.	Does not relate use of resources with vision, mission, and goals.	Explores ways to use resources to achieve vision, mission, and goals.	Aligns and uses resources to achieve vision, mission, and goals.	Seeks additional resources to further vision, mission, and goals and models new ways to manage existing resources.
4-Implements practices to recruit, develop, and retain highly qualified and effective personnel.	Does not effectively recruit, develop, and/or retain personnel.	Implements, investigates, and experiments with ways to recruit, develop, and retain highly qualified and effective personnel.	Recruits, develops, and retains highly qualified and highly effective personnel.	Involves other appropriate personnel and diverse stakeholder groups as well as teacher leaders to recruit, develop, and retain highly qualified and highly effective personnel.
5-Assigns personnel to address diverse student needs, legal requirements, and equity goals.	Does not appropriately assign personnel to meet diverse student needs.	Assigns some personnel to address some of the diverse student needs, legal requirements, and equity goals.	Assigns personnel to address diverse student needs, legal requirements, and equity goals.	Trains, models, and demonstrates to others how to match talent and experience of personnel with diverse student needs, legal requirements, and equity goals.
6-Conducts personnel evaluation processes that develop and improve professional practice, by providing timely feedback, and remediates and/or terminates employment in keeping with district and state policies.	Conducts employee evaluations with little regard to adhering to deadlines and procedures.	Employs personnel evaluation processes that offer some benefit in promoting future professional practice and complies with district and state policies.	Conducts personnel evaluation processes that lead to improved professional practice and complies with district and state policies.	Relates personnel evaluation policies to improve professional growth and enhance professional practice and complies with district and state policies in ways that all employees can understand.
7-Seeks and secures additional resources needed to accomplish vision, mission, and goals.	Minimally uses supplied resources in ways that support vision, mission, and goals.	Responds to opportunities presented to add resources for accomplishing vision, mission, and goals.	Seeks and secures additional resources needed to accomplish vision, mission, and goals.	Networks effectively to connect with a variety of additional resources focused on accomplishing vision, mission, and goals.

Performance Expectation 3C:

Educational leaders protect the well-being and safety of students and staff.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.	Does little to create collaborative systems or shared leadership that support student and staff safety and well-being.	Supervises shared responsibilities and collaborative systems that support student and staff safety and well-being.	Takes responsibility to develop and establish collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.	Leads others and models an example of how shared leadership and collaborative systems can and do support student and staff safety and well-being.
2-Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.	Is aware of the need for developing, implementing, and monitoring guidelines and norms for accountable student behavior, but is not successful in doing so.	Creates and monitors guidelines for accountable behavior within a closed circle of individuals.	Develops, implements, and monitors guidelines and norms for accountable student behavior by consulting various stakeholder groups.	Ensures that all stakeholder groups are active and participating in developing, implementing, and monitoring guidelines and norms for accountable student behavior.
3-Develops and monitors a comprehensive safety and security plan and implements effective instructional program and practices to address current safety and well-being topics.	Provides safety and security plan based on insufficient data and investigation and/or may not use the plan as indicated.	Drafts and uses a comprehensive safety and security plan based on critical incidents and needs.	Develops, shares, and monitors a comprehensive safety and security plan and implements effective instructional programs and safety practices to address safety topics.	Collaborates with stakeholder groups and demonstrates to others how the comprehensive safety and security plan relates to a safe environment for teaching and learning.

Standard 4: Community Collaboration

An educational leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.

Performance Expectation 4A:

Educational leaders collaborate with families and diverse community stakeholders to extend programs, services, and outreach.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Collects, analyzes, and shares data and information with the community pertinent to the educational environment.	Makes minimal effort to ensure that public information strategies fit with the abilities and needs of the families and the community.	Experiments with techniques for providing public information strategies appropriate to the needs and abilities of stakeholders in order to communicate with families and community members.	Collects, analyzes, and shares data and information with the community and uses public information strategies that are appropriate to the needs and abilities of stakeholders in order to communicate with families and community members.	Shares the rationale behind the data that are collected, analyzed and reported to community members, reviews the efficiency and effectiveness of strategies used to communicate with families and community members, and seeks new ways to continue effective public information strategies that are appropriate to the needs and abilities of stakeholders in order to communicate with families and community members as demographics and opportunities change.
2-Develops comprehensive strategies by collaborating with the community in support of outreach programs and services.	Limits school services to regular daytime programs.	Provides limited services to students though extended school programs.	Provides varied services to students and families through extended school programs.	Forges ways to extend the school community through providing outreach services.
3-Uses effective communication strategies with families and community members to provide stakeholders with timely and accurate information.	Minimally uses communication strategies fit without regard to the abilities and needs of the families and the community.	Experiments with for providing timely and accurate information appropriate to the needs and abilities of stakeholders.	Uses effective, timely, and accurate communication strategies with families and community members appropriate to their needs and abilities.	Shares the rationale behind the effective public information strategies chosen, reviews the efficiency and effectiveness of communication strategies with families and community members, and seeks new ways to ensure that effective, timely, and accurate information is communicated to meet the needs and abilities of stakeholders as demographics and opportunities change.
4-Applies communication and collaboration strategies to involve families in decision-making about their student's education and develop positive family partnerships.	Excludes families, whether intentionally or not, and does not involve families in the decision making about their student's education.	Creates opportunities for families to have input into their student's education and understands the importance of family partnerships.	Involves families in decision making about their student's education, and invites families to partner with the school for improved student outcomes.	Teaches families of diverse student populations effective strategies for making appropriate, well-informed decisions about their student's educational options and involves the families in the decision-making process through positive family partnerships.

Performance Expectation 4B:

Educational leaders respond and contribute to community interests and needs.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Identifies, builds and sustains productive relationships with community partners.	Makes minimal effort to develop community and local partnerships.	Explores the ways in which communication and collaboration strategies might be used to develop local community partnerships.	Applies sustainable and workable communication and collaboration strategies to develop local community partnerships.	Models and shares with others the processes and outcomes of sustaining successful community partnerships developed through the use of communication and collaboration strategies.
2-Uses appropriate data, assessment strategies, and research methods to understand and accommodate diverse student and community conditions and dynamics.	Makes ineffective efforts to understand a diverse community.	Investigates assessment strategies and research methods which may lead to understanding and accommodation of diverse student and community conditions and dynamics.	Uses appropriate assessment strategies and research methods gather data in order to understand and accommodate diverse student and community needs, conditions, and dynamics.	Models, and demonstrates how findings from appropriate assessment strategies and research methods lead to understanding and accommodation of diversity within varied community conditions and dynamics.
3-Utilizes diversity as an asset of the school community to	Does not acknowledge diversity among students as necessarily desirable or positive.	Studies the ways in which aspects of diverse groups can enrich the school community and	Capitalizes on diversity as an asset of the school community to strengthen educational programs.	Demonstrates through examples and personal modeling the advantages diversity holds for

strengthen educational programs.		strengthen educational programs.		strengthening educational programs and the school community.
4-Shares responsibilities with communities to improve teaching and learning.	Does not share with the community responsibilities for improving teaching and learning.	Attempts in small ways to engage communities in improving teaching and learning.	Effectively shares responsibilities with communities by inviting stakeholder groups into the school to participate in the improvement process.	Explains and models to others the behaviors, language, and attitudes that will engage the community in participating in the process to improve teaching and learning.

Performance Expectation 4C:

Educational leaders maximize shared school and community resources to provide essential services for students and families.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Links to and collaborates with community agencies for health, social, and other essential services to families and students.	Views school services as separate from other community agencies offering services to families and students.	Acquires information about services, funding, and location of community agencies serving families and students.	Links to and collaborates with community agencies for health, social, and other services to families and students.	Forges ways to strengthen offerings to families and students by arranging for services across and between school and community agencies and works to make these offerings complementary.
2-Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources.	Views school resources as separate from other community resources.	Responds positively to requests from business, religious, political, and service organizations to share resources.	Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources , including facilities.	Seeks out and explains the development and implementation of mutually beneficial relationships with business, religious, political, and service organizations which enable school and community resources to be shared.
3-Mobilizes and aligns the resources of schools, family, and community to positively affect student and adult learning, including parents and others who provide care for students.	Makes minimal effort to engage community support for sustaining existing resources or adding new resources.	Employs techniques designed to engage community support for sustaining existing resources and securing new resources.	Secures community support to sustain existing resources that address student and adult learning, including parents and others who provide care for students.	Models and demonstrates to others the effects of securing and building community support for maximizing existing and future resources to positively affect student and adult learning, including parents and others who provide care for students.

Standard 5: Ethical Leadership

An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

Performance Expectation 5A:

Educational leaders demonstrate appropriate, ethical, and legal behavior expected by the profession.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.	Is complacent and/ or unconcerned about personal, professional, and stakeholder groups' ethics, integrity, justice, and fairness.	Sets goals and strives for high standards of personal and professional ethics, integrity, justice and fairness in self and in stakeholder groups.	Models personal and professional ethics , integrity, justice, and fairness and expects the same of stakeholder groups.	Articulates, models, expects, and helps to define for self and stakeholder groups the highest standards of professional ethics, integrity, justice, and fairness.
2-Protects the rights, including appropriate confidentiality, of students and staff.	Inconsistently maintains confidentiality and rarely protects the rights of others.	Meets the requirements of the law with regard to rights and confidentiality of students and staff.	Protects the rights and appropriate confidentiality of students and staff.	Models, and leads stakeholder groups to establish ways to protect rights and confidentiality in complex situations.
3-Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Engenders little trust or inappropriately uses professional influence and authority.	Is trustworthy as an individual in personal and professional ways.	Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Coaches stakeholder groups to follow practices of consistently trustworthy behavior to enhance professional influence for the common good.
4-Demonstrates respect for the inherent dignity and worth of each individual.	Shows lack of respect to those in the organization and the community.	Applies generally respectful tones of voice and behaviors with those in the organization and the community.	Demonstrates respect for the inherent dignity and worth of each individual.	Engages with stakeholder groups in conversations about a variety of verbal, nonverbal, and organizational ways to demonstrate respect for every person.
5-Models respect for diverse community	Generally shows lack of respect or	Shows tolerance for and attention to the	Models in words and actions, respect for	Leads stakeholder groups in the study of ways to create equitable

stakeholders and treats them equitably.	acknowledgement for the norms and standards of differing cultures and of those holding differing opinions.	norms and standards of differing cultures and of those holding differing opinions.	diverse community stakeholder groups and treats them equitably.	treatment for individuals of varying cultures, backgrounds, experiences, and opinions.
6-Demonstrates respect for diversity by developing cultural sensitivity and equitable practices.	Fails to consistently respond to cultural diversity with respect to equitable practices.	Studies and practices the skills needed to show respect and equity across diverse populations.	Demonstrates respect for diversity by developing cultural competency skills and equitable practices.	Helps to describe and facilitate training for stakeholder groups in cultural competency and equitable practices.

Performance Expectation 5B:

Educational leaders examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Self-assesses personal assumptions, values, beliefs, and practices that guide improvement of student learning.	Minimally reflects on personal assumptions, values, beliefs, and practices.	Articulates personal assumptions, values, beliefs, and practices and their relationship to the practice of educational leadership.	Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.	Assists stakeholder groups to understand the outcomes of personal assessment of assumptions, values, beliefs, and practices and the linkage of these outcomes to improvement of student learning.
2-Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision, mission, and goals.	Minimally fosters personal reflection of deeply held assumptions and beliefs that may conflict with vision, mission, and goals by stakeholder groups.	Promotes personal reevaluation of deeply held assumptions and beliefs that may conflict with vision, mission, and goals by stakeholder groups.	Uses a variety of strategies to lead educators in safely examining deeply held assumptions and beliefs that may conflict with vision, mission, and goals.	Leads and facilitates stakeholder groups to use a variety of strategies to safely examining deeply held assumptions and beliefs, including those which may conflict with vision, mission, and goals.
3-Respectfully challenges and works to change assumptions, beliefs, and biases that negatively affect students, educational environments, and every student's learning.	Selectively ignores various assumptions and beliefs that negatively affect students, educational environments, and every student's learning.	Looks for ways to challenge and change assumptions and beliefs that negatively affect stakeholder groups and every student's learning.	Respectfully challenges and works to change assumptions and beliefs that negatively affect stakeholder groups and every student's learning.	Leads in changing assumptions, beliefs, and biases to accommodate the diversity among stakeholder groups and every student's learning.

Performance Expectation 5C:

Educational leaders perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Self-reflects on professional work, analyzes strengths and weaknesses, and establishes goals for professional growth.	Does not reflect on own work.	Thinks about own work and looks at processes and outcomes.	Reflects deeply on own work, analyzes strengths and weaknesses, and revises personal goals for professional growth.	Self-reflects and leads stakeholder groups to understand analysis of professional work and reasons for goals to establish professional growth.
2-Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.	Lacks evidences of systematic professional growth and its relationships to educational practices.	Seeks opportunities to learn about education, especially content, standards, assessment, data, teacher support, evaluation, and professional development strategies, and strives to see the relationship to effective educational practices.	Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.	Leads and models for stakeholder groups a commitment to lifelong learning and effective educational practices, and assists others to see the relationship of these practices to improvement in student learning.
3-Develops and uses understanding of educational policies to implement equitable or	Either does not know or chooses not to use current educational policies to meet short-	Seeks to understand the content and meaning of current educational policies and uses them appropriately	Applies clear understanding of educational policies to meet vision, mission, and goals, and avoids	Teaches stakeholder groups about educational policies and how to use those policies to meet vision, mission, and goals as well as avoid approaches that fall short of best

proven approaches to meet short-term goals.	term goals through best practices.	to meet short-term goals through best practices.	approaches that fall short of best practice in meeting short-term goals.	practice in meeting short-term goals.
4-Helps educators and the community understand and focus on vision, mission, goals, and consequences for students within legal and political constructs surrounding educational purposes and methods.	Ignores or misapplies political conflicts in the educational arena.	Seeks facts and information to assist others in understanding political conflicts over educational purposes and methods.	Assists educators and community members to sort through political conflicts and self-interests and remain focused on vision, mission, goals, and consequences.	Knows and teaches stakeholder groups about legal and political constructs surrounding educational purposes and methods while maintaining a focus on the vision, mission, goals, and consequences.
5-Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.	Does not balance personal and professional commitments and opportunities.	Strives to balance personal and professional commitments and opportunities.	Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.	Teaches stakeholder groups about the concepts and practices related to balancing personal and professional commitments that lead to an emotionally, psychologically, and physically healthy lifestyle.

Standard 6: Systems Leadership

An educational leader promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

Performance Expectation 6A:

Educational leaders demonstrate active participation in the school's local community.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.	Does not engage with stakeholder groups about mandates which affect educational programs.	Responds to opportunities for exchanges about mandates which affect educational programs and outcomes.	Seeks constructive discussions with stakeholder groups about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.	Models constructive discussion techniques and coordinates the facilitation of productive discussion with stakeholder groups about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes and works to positively impact public education policy.
2-Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Minimally seeks relationships with policymakers and stakeholder groups regarding education issues.	Identifies key opinion leaders among stakeholder groups and policymakers who can help to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Actively develops relationships with a range of stakeholder groups and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Models and teaches others techniques for developing relationships across a range of individuals and stakeholder groups which can be used to foster communication regarding issues, trends, and potential changes that affect the context and conduct of education.
3-Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.	Does not plan or seek equity or appropriate provisions to ensure opportunities for success for every student.	Plans for changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.	Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, to enable every student to meet educational expectations and policy goals .	Builds capacity in staff and stakeholder groups to advocate for equity and appropriate provisions to ensure every student can have the opportunities needed for success .

Performance Expectation 6B:

Educational leaders contribute to the larger arena of educational policy making.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Operates consistently to uphold and influence federal, state, and local	Shows minimal compliance with federal,	Abides by federal, state, and local laws, policies, regulations, and	Upholds and influences federal, state, and local laws, policies, regulations,	Builds capacity in stakeholder groups to understand how to

laws, policies, regulations, and statutory requirements in support of learning for all students.	state, and local mandates.	statutory requirements to support student learning.	and statutory requirements in support of learning for every student.	uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in order to offer support of learning for every student.
2-Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political discussions and decision-making.	Is aware of data, but does not use it to provide information or influence policy changes.	Organizes data in meaningful ways to provide information that is relevant and timely to influence policy discussions.	Collects and effectively communicates data about educational performance using specifics about the local context to improve policies and to inform political decision making.	Builds capacity in stakeholder groups and others in how to organize and analyze data to influence and communicate implications for improving policies, making decisions, and offering correct information for healthy discussion.
3-Communicates effectively with key decision-makers in the community and to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.	Does not communicate educational needs effectively.	Develops awareness of education needs in a variety of contexts.	Communicates effectively with key decision-makers in a variety of ways and in a variety of contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.	Models and shares strategies and language for communicating effectively with decision-makers the needs of education and to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements in a variety of public political contexts.
4-Advocates within the educational policy environment for increased support of excellence and equity in education.	Does little to participate in discussions supporting excellence and equity in education.	Studies approaches for advocacy of excellence and equity in education.	Advocates for increased support of excellence and equity in education.	Engages stakeholder groups in advocating for increased excellence and equity in education.

Performance Expectation 6C:

Educational leaders increase the effectiveness of the school community's efforts to improve education.

<i>A Leader:</i>	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1-Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of students and families.	Is indifferent or non-compliant in relationships with the school board, district and state education leaders, and policymakers.	Develops cordial relationships with the school board, district and state education leaders, and policymakers.	Builds positive relationships with the school board, district and state education leaders, and policy makers to inform and influence policies and policymakers in the service of students and families.	Leads stakeholder groups and others to acquire networks of contacts through which they will inform and influence policies and policymakers in the service of students and families.
2-Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Lacks understanding of public policies that provide appropriate and equitable human and fiscal resources and improve student learning.	Adheres to public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Supports and works toward public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Engages stakeholder groups and others to support public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
3-Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.	Rarely collects and analyzes data on economic, social and other emerging issues.	Collects and analyzes data on economic, social and other emerging issues that impact district and school planning, programs, and structures, but uses the information within a small context.	Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.	Models and builds capacity in educational leaders to work with community leaders and stakeholder groups to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.
4-Supports public policies that provide for present and future needs of students and families and improve education.	Lacks understanding of public policies that provide for present and future needs of students and families and improve equity and	Adheres to public policies that provide for present and future needs of students and families and improve	Works for support of public policies that provide for present and future needs of students and families and improve	Engages and facilitates stakeholder groups to support public policies to provide for present and future needs of students and

	excellence in education.	equity and excellence in education.	equity and excellence in education.	families and improve equity and excellence in education.
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Educational Leader Professional Growth Plan

Name: _____ Goal #1: _____
 Position: _____
 Location: _____ Goal #2: _____
 Evaluator: _____
 Mentor: _____ Goal #3: _____
 School Year: _____

Date

- Self-Evaluation/Goal Setting
- Fall Conference/Goal Setting
- Observation(s)
- Mid-Year Conference/Goal Status
- Mid-Year Evaluation (Provisional)
- Spring Conference/Evaluation

Self-Evaluation

Please use the descriptors of the indicators for guidance.

Standard 1: Visionary Leader

- A-Educational leaders establish high and measurable expectations for all students and educators.
- B-Educational leaders facilitate a process of creating a shared vision, mission, and goals.
- C-Educational leaders sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

Standard 2: Learning Differences

- A-Educational leaders ensure strong professional cultures that support teaching and learning.
- B-Educational leaders require all educators to know and use Utah Core Curriculum, and current Utah Effective Teaching Standards.
- C-Educational leaders implement appropriate systems of assessment and accountability.

Standard 3: Learning Environments

- A-Educational leaders distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.
- B-Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.
- C-Educational leaders protect the well-being and safety of students and staff.

Standard 4: Content Knowledge

- A-Educational leaders collaborate with families and diverse community stakeholders to extend programs, services, and outreach.
- B-Educational leaders respond and contribute to community interests and needs.
- C-Educational leaders maximize shared school and community resources to provide essential services for students and families.

Standard 5: Assessment

- A-Educational leaders demonstrate appropriate, ethical, and legal behavior expected by the

Rudimentary	Emerging or Minimally Effective	Effective	Highly Effective	Notes:
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

profession.

B-Educational leaders examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.

C-Educational leaders perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

Standard 6: Instructional Planning

A-Educational leaders demonstrate active participation in the school's local community.

B-Educational leaders contribute to the larger arena of educational policy making.

C-Educational leaders increase the effectiveness of the school community's efforts to improve education.

Plans for Professional Learning:

Professional Learning Goals

Goal #1 Standard/Performance Expectation/Student Learning Goal:					Goal Status Date: _____ Full Attainment <input type="radio"/> Considerable Attainment <input type="radio"/> Partial Attainment <input type="radio"/> Minimal/No Attainment <input type="radio"/>
Action Steps and Data: Write detailed action steps and the data you will use to determine whether each benchmark is met. Include PD plans.	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Attainment: Provide evidence that shows progress or attainment of the goal:
Action Step 1:	___/___/___ Data:	___/___/___ Data:	___/___/___ Data:	___/___/___ Data:	Evidence:
Action Step 2:	___/___/___ Data:	___/___/___ Data:	___/___/___ Data:	___/___/___ Data:	Evidence:

Setting SMART Goals (by Doran, Miller and Cunningham)

Example: *Between March 15 and May 1, I will be able to run 1 mile nonstop.*

- | | | | |
|---|---|--|------------------|
| S | = | Specific and Strategic | 1 mile |
| M | = | Measurable | miles |
| A | = | Action Oriented | run |
| R | = | Rigorous, Realistic, and Results-Focused | running distance |
| T | = | Timed and Tracked | 6 weeks |

Professional Learning Activities:

- College Courses and/or State Approved In-Service
- Workshops/Conferences/District Courses/Staff Development
- Service in Professional Activities in an Educational Organization
- Education Research and Innovation
- Other Professional Development Activities

Monitoring and Feedback Report

School Year 20 to 20

Name: _____ Principal _____ Career School Administrator _____
 School: _____ Asst Principal _____ Provisional School Administrator _____
 _____ Intern _____

STANDARD 1 VISIONARY LEADERSHIP	R/EE	Comments	E/HE
A-Establishes high and measurable expectations for all students and educators.			
B-Facilitates a process of creating a shared vision, mission and goals.			
C-Sustains strong organizational commitment to vision, mission and goals aimed at continuous improvement.			
STANDARD 2 TEACHING AND LEARNING			
A-Ensures strong professional cultures that support teaching and learning.			
B-Requires all educators to know and use the Utah Core Curriculum and the current Utah Effective Teaching Standards.			
C-Implements appropriate systems of assessment and accountability.			
STANDARD 3 MANAGEMENT FOR LEARNING			
A-Distributes responsibilities and supervises ongoing management structures and practices to enhance teaching and learning.			
B-Strategically allocates and aligns human, fiscal, technological and physical resources.			
C-Protects the well-being and safety of students and staff.			
STANDARD 4 COMMUNITY COLLABORATION			
A-Collaborates with families and diverse community stakeholders to extend programs, services and outreach.			
B-Responds and contributes to community interests and needs.			
C-Maximizes shared school and community resources to provide essential services for students and families.			
STANDARD 5 ETHICAL LEADERSHIP			
A-Demonstrates appropriate, ethical and legal behavior expected by the profession.			
B-Examines personal assumptions, values, beliefs, cultural competencies and practices in service of a shared vision, mission and goals for student learning.			

C-Performs the work required for high levels of personal effective performances, including acquiring new capacities needed to fulfill responsibilities.	
STANDARD 6 SYSTEMS LEADERSHIP	
A-Demonstrates active participation in the school's local community.	
B-Contributes to the larger arena of educational policy making.	
C-Increases the effectiveness of the school community's efforts to improve education.	

Comments:

School Administrator's Signature

Supervisor's Signature

Date

Date

Reliable Artifacts/Measurements of Administrator Practice

These data sources may be used at an administrator's discretion as additional lines of evidence of effective practice during the year and/or at the final collaborative conference. **The administrator will collect data sources in each of the six standards for presentation during the summative year evaluation conference.** A supervisor may also ask for additional documentation in situations where there is a question about performance in a standard that is less than effective.

Ethical Leadership

- Principal self-reflection
- Deliberate practice
- Participation in professional development trainings
- Attendance at professional association conferences
- Development of portfolio artifacts aligned with core competencies
- Other data sources developed by the administrator

Teaching and Learning

- Test scores
- Portfolio of artifacts
- Formative and summative teacher-administered test data
- Work sample scores
- Benchmark assessments
- Use of rubrics
- Attendance rates
- Discipline referrals
- Graduation rates
- Participation in school clubs and activities
- ACT/SAT scores
- Advancement placement scores
- Scholarships
- Special recognitions and accomplishments
- Other data sources developed by the administrator

Management for Learning

- SIP implementation data
- Principal self-reports
- Teacher and staff questionnaires
- District records
- Teacher, staff and parent interviews and focus groups
- Other data sources developed by the administrator

Systems Leadership

- School climate surveys of faculty, staff, parents and students
- Student, parent, community stakeholder, teacher and staff interviews
- Observations
- Recruitment and retention of faculty and students
- Stakeholder participation in school activities, clubs or functions
- Stakeholder involvement in other school or community events

- Appropriate student behaviors
- Attendance rates
- News clippings and other mention in media and school publications
- Other data sources developed by the administrator

Visionary Leadership

- Portfolio artifacts of principal performance aligned to state standards
- The degree to which a principal achieved goals from the previous year's professional growth plan
- Observations of principal practice
- Providing actionable feedback to teachers to improve practice
- 360-degree surveys to faculty, staff and evaluators
- Self-reflection from principals
- Other data sources developed by the administrator

Community Collaboration

- Student, faculty, staff, parent and community stakeholder surveys, interviews or focus groups
- Awards and local school recognitions
- Newsletters or media broadcasts or other communication feedback measures, and district observations
- Other data sources developed by the administrator

Collaborative Intervention Plan Notice

School Year 20 to 20

Name:	Principal	Career School Administrator
School:	Asst Principal	Provisional School Administrator
	Intern	

An “R- Rudimentary” or an “EE- Emerging Effective” has been placed on the Monitoring and Feedback Report or the School Administrator Evaluation Report. A plan needs to be collaboratively developed which addresses the identified concern(s).

The plan must be attached to this notice.

The plan must include all of the following items:

1. Statement of specific concern/issues; reference the standards/indicators.
2. The evidence/reason for the concern(s).
3. The expected outcome(s) of the plan.
4. The time frame for the plan.
5. Evidence to meet the expected outcome(s).

Upon successful completion of the plan, the rating will be changed from an “R” or an “EE” to an “E-Effective.”.

If additional time is needed for the plan, it can be extended by mutual agreement into the next school year. In this case, the “R or EE” would remain on the School Administrator Evaluation Report citing the new plan time frame.

If the plan outcome(s) are not met, the Performance Assistance process will be initiated as per the Written Understanding.

The Collaborative Intervention Plan Outcome form will be completed at the conclusion of the Collaborative Intervention Plan process.

School Administrator’s Signature

Date

Supervisor’s Signature

Date

Collaborative Intervention Plan Outcome

School Year 20 to 20

Name:	Principal	Career School Administrator
School:	Asst Principal	Provisional School Administrator
	Intern	

Date plan developed:
End date:

Recommendation of Supervisor:

School administrator has successfully completed the goals(s) of the plan and will return the (E)
Effective Rating

Will continue on the Collaborative Intervention Plan with modifications.

School administrator has not satisfactorily completed the goal(s) of the Collaborative Intervention
Plan and will proceed with Performance Assistance as per the Written Understanding.

Note: Signature indicates the school administrator has been informed of the outcome of the Collaborative Intervention Plan.

School Administrator's Signature
Supervisor's Signature

Date

Date

Performance Evaluation Report

School Year 20 to 20

Name: Principal Career School Administrator
 School: Asst Principal Provisional School Administrator
 Intern

This report is to be presented and discussed with the administrator during the fall collaborative meeting. Both the administrator and the supervisor will keep a copy. NE- Not Effective, E/ME- Emerging or Minimally Effective, E- Effective, HE- Highly Effective

STANDARD 1 VISIONARY LEADERSHIP	N E	E/ ME	E	H E
Establishes high and measurable expectations for all students and educators.				
Facilitates a process of creating a shared vision, mission and goals.				
Sustains strong organizational commitment to vision, mission and goals aimed at continuous improvement.				
STANDARD 2 TEACHING AND LEARNING	N E	E/ ME	E	H E
Ensures strong professional cultures that support teaching and learning.				
Requires all educators to know and use the Utah Core Curriculum and the current Utah Effective Teaching Standards.				
Implements appropriate systems of assessment and accountability.				
STANDARD 3 MANAGEMENT FOR LEARNING	N E	E/ ME	E	H E
Distributes responsibilities and supervises ongoing management structures and practices to enhance teaching and learning.				
Strategically allocates and aligns human, fiscal, technological and physical resources.				
Protects the well-being and safety of students and staff.				
STANDARD 4 COMMUNITY COLLABORATION	N E	E/ ME	E	H E
Collaborates with families and diverse community stakeholders to extend programs, services and outreach.				
Responds and contributes to community interests and needs.				
Maximizes shared school and community resources to provide essential services for students and families.				
STANDARD 5 ETHICAL LEADERSHIP	N E	E/ ME	E	H E
Demonstrates appropriate, ethical and legal behavior expected by the profession.				
Examines personal assumptions, values, beliefs, cultural competencies and practices in service of a shared vision, mission and goals for student learning.				
Performs the work required for high levels of personal effective performances, including acquiring new capacities needed to fulfill responsibilities.				
STANDARD 6 SYSTEMS LEADERSHIP	N E	E/ ME	E	H E
Demonstrates active participation in the school's local community.				
Contributes to the larger arena of educational policy making.				
Increases the effectiveness of the school community's efforts to improve education..				

Comments:

 School Administrator's Signature

 Date

 Supervisor's Signature

 Date

-DRAFT-
Evaluation Summary
School Year 20 to 20

Name:	Principal	Career School Administrator
School:	Asst Principal	Provisional School Administrator
	Intern	

This form is to be presented and discussed with the administrator during the **fall** collaborative meeting. Both the administrator and the supervisor will keep a signed copy. The supervisor submits this form to the Human Resources Department for the administrator's permanent file.

Professional Goals

Achieved Goals

Progress

Did Not Achieve Goals

Administrator Standards

Not Effective- (School administrator on Performance Assistance)

Emerging or Minimally Effective – (School administrator on Collaborative Intervention Plan)

Effective

Highly Effective

Stakeholder Input

Not Satisfactory

Satisfactory

Highly Satisfactory

School Improvement Plan and Student Achievement

Declined

Static

Increased

Completion of Teacher Evaluations (2B5)

Not Satisfactory

Satisfactory

Highly Satisfactory

Overall Summative Rating

Not Effective- (School administrator on Performance Assistance)

Emerging Effective (Acceptable for a Provisional Administrator)

Minimally Effective – (Career school administrator on Collaborative Intervention Plan)

Effective

Highly Effective

Comments (optional):

Administrator _____ Supervisor _____ Date _____

Guidance for Principals/Supervisors/Evaluators/Mentors 2013-2014

Working with Provisional/Assistant Principals

Provisional/Assistant Principal Name: _____ School: _____

Supervisor/Evaluator: _____ Provisional Year: 1 2

<u>Suggested Timing</u>	<u>Date</u>	<u>Principal Action</u>	<u>Forms</u>	<u>Training/Discussion Topics</u> (to guide mentors & supervisors)
Summer		Assign a mentor : _____ The mentor may not be the individual's supervisor/evaluator. Where possible, the mentor shall be a career administrator who performs substantially the same duties as the provisional administrator and has at least 2 years of administrative experience. (Coordinate w/ SLASA and School Support) The mentor should maintain regular contact with the provisional/asst principal and cover topics such as those suggested on this sheet.		-Preparing for the school year -District Structure -Registration -SIP -Using Technology
August		Hold an orientation regarding the job description and the evaluation program at least 15 days before beginning the evaluation process. Include: 1. The <u>purpose</u> of evaluations; and 2. The <u>method used</u> to evaluate; and 3. <u>Copies</u> of: a. Utah Educational Leadership Standards b. Professional Growth Plan (PGP) and Goal Setting Forms c. The Principal Monitoring Form and Data Sources d. The Principal Evaluation Annual Summary Form. 4. The <u>way you will conduct</u> the evaluation program.	The Administrator or Evaluation Packet	-Calendaring -PD -ECAP for teachers -Supervision -Shared Gov.
September				-SEPs/SEOPs -Fall Collabs. -Board Policies -Clubs -Achievement Data
Sept/Oct		Fall Collaborative (Supervisor and Prov/Asst Principal) Complete previous year's Evaluation Report Review Self-Assessment and Professional Growth Plan Discuss new professional goals Discuss achievement data Discuss SIP adjustments	Evaluation Forms PGP and Goals Form	-Employee Benefits -Report Cards & Grading -PR: dealing w/ Parents/Comm. -Discipline -Curriculum -Budgeting
Oct-March		After the Fall Collaborative, begin monitoring provisional/asst principal's performance.	Monitoring form	-School Climate -Dist. Achievement Plan -Assessment -School Choice -School Safety -Due Process -Personal Dev. -Communication
First Half of Year		Conduct an observation with feedback with provisional administrators	Monitoring Form	

January/ February		<p>Informal Mid-Year Visit/Conference Evaluation for Provisional Administrators Review PGP and Goals Progress Review SIP Progress Complete a mid-year evaluation (for provisional) If you are considering not renewing a provisional administrator for next school year, consult w/ HR</p>	<p>PGP and Goals All relevant docs</p>	<p>-Differentiated Instruction -Due Process -School Choice -Master Schedule -SIP -Budgets</p>
Second Half of Year		<p>Conduct an observation with feedback with provisional administrators</p>	<p>Monitoring Form</p>	
By March 15		<p>Notify asst/provisional/principal and HR of your recommendation regarding renewal, non-renewal or change to career status (at end of 2nd year)</p>		<p>-Grants -School climate and culture -Transitions -Graduation/Prom. -State Assess.</p>
April				<p>-Summer School -ECAP with teachers</p>
Mid-April		<p>Send your recommendation for non-renewal of provisional administrators to HR</p>		
May/June		<p>End of Year Asst/Provisional/Principal conducts self-assessment Provide evidence in meeting professional goals Provide evidence in meeting SIP Action Plans Submit self-assessment to supervisor</p>	<p>PGP and Goals Forms</p>	<p>-Celebrations</p>

Glossary of Terms

ADA

Americans with Disabilities Act of 1990. ADA is a wide-ranging civil rights law that prohibits, under certain circumstances, discrimination based on disability.

Utah Core Standards

The Elementary and Secondary School Core Curriculum is defined in R277-700. Utah Core Standards are aligned to scientifically-based research and national content standards. They establish high quality instruction through common statewide comprehensive expectations for all students. The standards with subsequent objectives and indicators define essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuing learning within the classroom. Additional information about the Utah Core Standards may be found at <http://schools.utah.gov/core>.

Assessment

The productive process of monitoring, measuring, evaluating, documenting to ensure that students learn at high levels of achievement; formative assessment is a process for determining progress and is associated with continual growth and improvement; summative assessment is used at the culmination of a given period of time to evaluate the extent instructional objectives have been met.

Collaboration

A style of interaction between individuals engaged in shared decision making as they work toward a common goal.

Cultural competency

Cultural competence refers to an ability to interact effectively with people of different cultures.

Data

Factual, evidentiary forms of information about individuals, groups of learners, or other school related information that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning.

Differentiated learning strategies

Strategies involving the provision of students with different avenues to learning, and the development of teaching and assessment materials so that all students within a classroom can learn effectively, regardless of differences in ability.

Distributive leadership

An aspect of leadership that recognizes leading and managing schools as involving multiple individuals including those who are not formally designated leaders (Spillane et al., 2008).

Diversity

The inclusion of a variety of people in a group or organization (often associated with race, ethnicity, culture, ability, language, religion, socioeconomic background, and gender) and inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences).

Educational leader

A school or district leader holding an administrator area of concentration license who is involved in the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims that are associated with student learning.

Equity

Usually associated with a system of fairness.

Goals

Descriptions of what the school personnel plan to accomplish.

Indicators

What an educational leader should be able to know and do; performance descriptors of what actions expected of future and current leaders; types of leader actions for development or improvement in programs and practice.

Infrastructure

The permanent installations of school or a district (often refers to buildings and the operation of those buildings).

Instructional leadership

Those actions that a principal takes or delegates to others, to promote growth in student learning.

Mission

Defines the fundamental purpose of the school, succinctly describing why it exists.

Performance expectations

Descriptions of what leaders do to carry out the leadership concepts and ideals in the Standards.

Professional development and learning

Providing comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge and skills available to educators; addresses both individual educators' goals for professional growth and the larger organizational learning priorities for school improvement.

School culture

Refers to the historical and current artifacts, commonly held values, beliefs, and basic assumptions that exist in a school or organization.

Stakeholders or stakeholder groups

Individuals or groups in the organization or wider community who have an interest in or might be affected by a particular action and/or activity. Stakeholders in a school community typically include students, families, school staff members, the faculty, and all community members, organizations, and agencies that serve that school community.

Standards

The knowledge and skills that should be mastered in order to achieve a level of proficiency in a particular area.

Standards-based

Driven by the setting of academic standards (sometimes referred to as benchmarks, aims, essentials, targets) for what students should know and be able to do.

Technology

In school, usually refers to information systems such as computer, audiovisual, sound, and other technical systems.

Vision

In an organization such as a school or district, what a leader and the participants hope to become as they work collaboratively to improve teaching and learning.