

Crook County Building Administrator/ Director Evaluation Handbook

Spring 2011

CLASS/TIF Design Team: Julie Swinehart, Michelle Jonas, Allen Beekman, Yancey Fall, Patti Norris, Stacy Smith, Kurt Sloper, Rachael Huish, Ivan Hernandez, Jim Bates, Katie Johnson, Pete Goodrich, Dennis Kostecky

Principal Effectiveness Criteria Sub-committee: Ivan Hernandez, Jim Bates, Kurt Sloper, Dennis Kostecky

Table of Contents

Table of Contents2

Building-Based Administrative Evaluation Standards and Performance Targets 3-5

Non- Building-Based Administrative Evaluation Standards and Performance Targets 6-7

Administrative Evaluation and Growth Cycle (timelines)..... 8-9

Goal Setting Form..... 10-11

Formative & Summative Evaluation Forms 12-20

Extended Definitions Building-Based Standards..... 21-34

Extended Definitions Non Building-Based Standards..... 35-42

Directed Goal Setting and Plan of Assistance Forms 43-45

360 Degree Feedback Survey Questions 46-48

How to Write a SMART Goal.....49

Division 20: Standards for Competent and Ethical Performance of Oregon Educators.....50-57

Draft—Administrative Salary Scale (7/1/10-6/30/11).....58-59

Administrative Domains ~ Building-Based

The Administrative Evaluation system in Crook County is designed around the following four domains that encompass effective instruction:

- I. Curriculum, Instruction, and Assessment**
- II. Instructional Leadership**
- III. Building Management**
- IV. Culture**

Administrative Domains

Curriculum, Instruction, and Assessment:

This domain stresses the importance for building administrators to be instructional leaders in their school. It emphasizes how crucial the teacher evaluation system is for helping teachers to improve instruction, being visible in the classroom, and providing meaningful feedback about teaching and learning. It also means each administrator has deep knowledge about curriculum (what needs to be taught), instruction (effective ways to teach the curriculum), and how to know whether or not students are learning the curriculum via meaningful assessments for the purpose of supporting powerful teaching and learning so that all students can meet standards. Building administrators must be familiar with evidence-based programs and understand how to effectively use time to ensure the academic success and growth of all students.

Instructional Leadership:

In this document, leadership implies an administrator's ability to develop a compelling vision and help everyone in the building engage in change, innovation, and continuous improvement through the effective use of data. Principals with strong instructional leadership skills are able to help students, staff, and parents through effective communication move forward in directions that will lead to student achievement gains, school improvement, and successful outcomes for all students.

Building Management:

Schools are complex organizations that require a great deal of management, planning, and organization to run successfully. The management domain implies that principals are able to effectively handle all of the demands on their time and use that efficiency to build trust and support among all stakeholders. Management includes the ability to supervise budgets, schedules, legal issues, and facilities in an effective manner so that trust and support is developed among all stakeholders.

School Culture:

Developing a positive school and building culture is paramount to success for administrators. This includes being culturally competent, being an effective listener, and providing a supportive environment where learning becomes the most important value.

Administrative Standards ~ Building-Based¹

| Domain I: Curriculum, Instruction, and Assessment |
|---|
| Standard 1: Knowledge of Curriculum |
| A. Facilitates curriculum planning, implementation, and evaluation. |
| B. Ensures that the curriculum is relevant to the needs of all students. |
| C. Understands recent research about curriculum models and their effectiveness. |
| Standard 2: Knowledge of Instruction |
| A. Focuses on instruction, provides meaningful feedback, and understands effective instructional strategies. |
| B. Continually learns and disseminates knowledge of educational research and best practices. |
| C. Supports the use of technology as an instructional tool to enhance student learning. |
| Standard 3: Knowledge of Assessment |
| A. Uses data to determine student instructional needs and works with staff to monitor progress and improvement. |
| B. Implements guidelines for assessment and accountability. |
| C. Keeps staff focused on closing the achievement gap. |
| Standard 4: Powerful Teaching and Learning |
| A. Conducts goal setting and evaluation with all staff. |
| B. Devotes time and energy for student learning. |
| C. Maximizes student learning time by supporting staff to improve their teaching and learning. |
| Domain II: Instructional Leadership |
| Standard 5: Vision |
| A. Fosters a shared vision and purpose in order to build community. |
| B. Creates and implements school improvement goals and strategies via distributed leadership. |
| C. Open on-going, transparent communication. |
| Standard 6: Data-Driven Decision-Making |
| A. Collaborates with teachers to collect and use external and internal data. |
| B. Develops, uses, and supports staff teams. |
| C. Thinks and acts strategically to improve all outcomes and close all achievement gaps. |
| Standard 7: Innovation & Continuous Improvement |
| A. Models and encourages creativity. |
| B. Provides sustained professional development opportunities for all staff. |
| C. Continually and skillfully uses data to drive measurable academic and behavior improvements. |

¹ Refers to administrators that are assigned to buildings—generally principals and assistant principals.

Administrative Standards ~ Building-Based

Domain III: Building Management

Standard 8: Professionalism

- A. Possesses a professional code of ethics and is familiar with legal and contract requirements. Staff believes you are honest and that information received is reliable.
- B. Commitment to district vision, values, and initiatives (i.e. Response to Intervention).
- C. Actively seeks professional growth opportunities.

Standard 9: Building Operations

- A. Manages the school facility effectively.
- B. Maximizes human resources efficiently.
- C. Applies principles of financial management and creative resource utilization.

Standard 10: Effective Systems

- A. Implements the CCSD teacher evaluation system to enhance teaching and learning.
- B. Uses data systematically to improve the effectiveness of all services and student outcomes.
- C. Fosters effective transition/articulation between different grade levels/schools.
- D. Creates systems that ensure that effective communication occurs.

Domain IV: School Culture

Standard 11: Positive Relationships

- A. Communicates effectively and provides reliable information to all stakeholders.
- B. Develops positive relationships with students and staff.
- C. Develops relationships with parents and the community.

Standard 12: Community Connections

- A. Integrates the school with the community at large.
- B. Solicits and utilizes community resources.
- C. Engages parents and community to facilitate student success.

Standard 13: School Climate

- A. Builds a personalized learning environment through effective feedback systems.
- B. Fosters pride and community within the school.
- C. Develops and supports a safe, welcoming, caring, and inclusive school environment.

Standard 14: Cultural Diversity

- A. Institutionalizes cultural knowledge among all staff.
- B. Promotes understanding and value of diversity within and between cultures
- C. Maximizes cultural assessment in a variety of ways.

Administrative Standards ~ Directors, Supervisors, & Confidentials²

The following domains and standards apply to administrators that are not assigned to school buildings. These employees are in management positions throughout the district. Though these standards could apply to any leader, they are specifically written for non-building administrators.

| Domain I: Management Skills | |
|--|---|
| Standard 1: Organization | |
| A. | Maintains a professional office and working environment. |
| B. | Demonstrates strong verbal, written, and technology communication skills including the ability to clearly articulate key processes in the system. |
| C. | Understands budgets and effectively uses and leverages resources to achieve improved outcomes for all students. |
| Standard 2: Commitment to Follow through | |
| A. | Pays attention to detail. |
| B. | Complete projects within budget and on time. |
| C. | Dependable and trustworthy to complete assigned tasks. |
| Standard 3: Professional and ethical behavior | |
| A. | Treats everyone with high levels of respect, integrity, and confidentiality. |
| B. | Committed to district vision, values, and initiatives. |
| C. | Models professionalism and follows all contracts, legal obligations, district policies/procedures, and keeps professional obligations. |
| D. | Focused on the best interests of students and the district. |
| Standard 4: Customer Focus | |
| A. | Understands and delivers high quality service at all times. |
| B. | Responds effectively to requests throughout the organization. |
| C. | Continually builds positive relationships with internal and external community members. |

² Confidential employees are responsible for standards 1, 2, 3, 4 & 8.

Administrative Standards ~ Directors, Supervisors, & Confidentials³

The following standards apply to administrators that are not assigned to school buildings. These employees are in management positions throughout the district. Though these standards could apply to any leader, they are specifically written for non-building administrators.

| Domain II: Leadership Abilities | |
|--|---|
| Standard 5: Provides Direction | |
| A. | Motivates others toward the achievement of shared goals. |
| B. | Maintains high expectations and effectively uses evaluation systems to provide employee feedback and professional growth opportunities. |
| C. | Effectively provides a clear vision to achieve the work. |
| D. | Able to synthesize a collection of ideas into a course of action. |
| Standard 6: Facilitates Positive Change | |
| A. | Effectively plans, implements, and leads change while understanding the complexities of balancing competing priorities. |
| B. | Demonstrates a willingness to learn and accept feedback. |
| C. | Creative possibility thinker who imagines possibilities to overcome obstacles. |
| Standard 7: Achieves Results | |
| A. | Uses data to monitor progress toward measurable goals and continuously improve all outcomes. |
| B. | Assumes bottom line authority for the success of their department/area of responsibility. |
| C. | Strategic thinker who is able to empower others to take responsibility for results. |
| D. | Creates partnerships to achieve results. |
| E. | Designs and implements effective systems to continuously improve all outcomes. |
| Standard 8: Promotes Teamwork | |
| A. | Works collaboratively across departments to support each others success. |
| B. | Demonstrates the ability to understand others points of view and is continually working toward becoming culturally competent. |
| C. | Shares information, listens, supports, and empowers team members. |
| D. | Demonstrates effective facilitation skills. |
| E. | Engages with the external community and partner organizations. |

³ Confidential employees are responsible for standards 1, 2, 3, 4 & 8.

Administrative Evaluation Cycle

Building administrators, directors, and confidentials will be on a two-year evaluation cycle consisting of an evaluation year and a growth year. As determined by the superintendent/supervisor, approximately half of the staff will be evaluated in each. Also, within each cycle below, the superintendent/supervisor will decide the format (face-to-face, electronic, phone, etc.) of each of the meetings listed below.

Evaluation Cycle

The purpose of the evaluation cycle is to receive specific feedback from a supervisor on ways to improve performance as measured against the standards and build a collection of evidence (portfolio) toward the standards identified in the goal setting process.

The evaluation cycle begins on August 30 with the Administrator Performance Goal Setting form based upon the standards. The administrator/director completes the appropriate rubric as a self-evaluation based on the feedback of the previous year (if feedback exists) and meets with the superintendent/supervisor. During the meeting, the administrator and supervisor will create one to three SMART goals based on the focus reflected in the self-evaluation. The employee will complete the goal setting by September 30 and submit the form to the superintendent/supervisor. The administrator/director/confidential will meet by January 15 to present evidence of progress (portfolio). As determined by both the supervisor and administrator/director/confidential, another meeting may occur by March 15. By June 1, the administrator will submit a completed set of evidence with a self-reflection based on the rubrics and the goals submitted in September.

The administrator, director or confidential will receive specific formative feedback on the 14 standards using the Summative Evaluation from the superintendent/supervisor by June 30th. This feedback will be based on the accomplishment of goals, submission of evidence and written feedback from appropriate directors (SPED, Curriculum, Business). (Form to be developed)

Growth Cycle

The purpose of the growth cycle is to set personal goals relative to the standards, build a collection of evidence based upon those goals, and receive specific feedback from your staff on ways you can improve your performance. Data gained through the Growth Cycle will be used to set goals during the Evaluation Cycle.

The growth cycle will begin on August 30 of year two. By September 30 the employee will submit from one to three SMART goals using the goal setting form to the superintendent/supervisor based on the Summative Evaluation from the previous year. The administrator, director or confidential will need to set up a meeting with the supervisor to discuss the goals.

The employee will conference with the superintendent/supervisor by January 15 to discuss the evidence that shows progress toward meeting the goals.

Building staff will be surveyed during February-March based upon a district bank of questions that are in this handbook. The administrator will receive feedback from the questions by April 1st. The purpose of the feedback is to inform your goal setting process so that your performance is constantly improving. Data from this survey will be kept by the building principal/director/confidential for his/her benefit and is not to be submitted to the superintendent/supervisor.

The administrator will report progress (provide evidence) on goals and discuss feedback from questions (360) with the superintendent/supervisor by June 1st.

The administrator, director or confidential will receive specific formative feedback on the 14 standards using the Summative Evaluation from the superintendent/supervisor by June 30th. This feedback will be based on the accomplishment of goals, submission of evidence and written feedback from appropriate directors (SPED, Curriculum, Business). (Form to be developed)

Evaluation Cycle Timeline

| Date | Activity |
|-----------------|---|
| August 30 | Cycle begins: Administrator completes Formative Evaluation Form. Supervisor and administrator/director/confidential meet to discuss Formative Evaluation Form and begin goal writing process. |
| By September 30 | Administrator/director/confidential completes Performance Goal Setting Form and submits to supervisor. The employee sets up a meeting to discuss goals. |
| By January 15 | Administrator/director/confidential will meet to discuss progress toward goals. Administrator will show evidence of progress toward meeting goals. |
| By March 15 | Administrator/director/confidential <u>may</u> meet to discuss progress toward goals. |
| By June 1 | The administrator will submit a completed set of evidence with a self-reflection based on the rubrics and the goals submitted in September. |
| By June 30 | The supervisor will provide specific feedback using the Summative Evaluation Form based on accomplishment of goals, the evidence provided, and written feedback from others. |

Growth Cycle Timeline

| Date | Activity |
|-----------------|---|
| August 30 | Cycle begins: The administrator/director/confidential begins work on 1-3 SMART goals based on previous year evaluation. |
| By September 30 | Administrator/director/confidential completes Performance Goal Setting Form and submits to supervisor. |
| By January 15 | Administrator/director/confidential will meet to discuss progress toward goals. Administrator will show evidence of progress toward meeting goals. |
| February-March | The administrator/director will provide questions to staff for 360 degree feedback. |
| April 1 | The 360 feedback will be completed |
| By June 1 | The administrator will submit a completed set of evidence with a self-reflection based on the rubrics, the goals submitted in September, and the 360 feedback and meet with the supervisor to discuss progress. |
| By June 30 | The supervisor will provide specific feedback using the Summative Evaluation Form based on accomplishment of goals, the evidence provided, and written feedback from others. |

Administration Performance Goal Setting Form

Name: _____

Probationary 1 2 3 or Contract ____

Supervisor: _____

Evaluation ____ or Growth ____ Cycle

SMART⁴ Goal #__:

Connection to Standard and Domain:

| Activities to Accomplish Goal | Benchmarks to Assess Progress | Outcome – What results do you expect? | Evidence – What did you do? <i>(Attach relevant documentation at completion)</i> |
|-------------------------------|-------------------------------|---------------------------------------|--|
| | | | |

Self -Evaluation for Goal

Winter _____
 Spring _____
 Fall _____

Just getting started *Fully in place*

Meeting dates with supervisor: Winter _____ Spring _____ Fall _____

⁴ S.M.A.R.T. Goals are: Specific, Measureable, Achievable, Realistic, and Timely

Reflection Comments: Successes, Challenges, Future Direction *(To be completed at end of each year)*

Formative Evaluation Form ~ Building-Based

Administrator's Name _____

Supervisor _____

Assignment _____

U = *Unsatisfactory*; **B** = *Basic*; **P** = *Proficient*; **E** = *Exemplary*; **NA** = *Not Applicable or Not Observed*

| Domain I: Curriculum, Instruction, and Assessment | | | | | | | | | |
|--|--|--|--|--|----------|----------|----------|----------|-----------|
| Standard 1: Knowledge of Curriculum | | | | | U | B | P | E | NA |
| • Facilitates curriculum planning, implementation, and evaluation. | | | | | | | | | |
| • Ensures that the curriculum is relevant to the needs of all students. | | | | | | | | | |
| • Understands recent research about curriculum models and their effectiveness. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 2: Knowledge of Instruction | | | | | U | B | P | E | NA |
| • Focuses on instruction, provides meaningful feedback, and understands effective instructional strategies. | | | | | | | | | |
| • Continually learns and disseminates knowledge of educational research and best practices. | | | | | | | | | |
| • Supports the use of technology as an instructional tool to enhance student learning. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 3: Knowledge of Assessment | | | | | U | B | P | E | NA |
| • Uses data to determine student instructional needs and works with staff to monitor progress and improvement. | | | | | | | | | |
| • Implements guidelines for assessment and accountability. | | | | | | | | | |
| • Keeps staff focused on closing the achievement gap. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 4: Powerful Teaching and Learning | | | | | U | B | P | E | NA |
| • Conducts goal setting and evaluation with all staff. | | | | | | | | | |
| • Devotes time and energy for student learning. | | | | | | | | | |
| • Maximizes student learning time by supporting staff to improve their teaching and learning. | | | | | | | | | |
| Comments: | | | | | | | | | |

This Standards Review has been discussed between the administrator and supervisor.

The administrator has attached comments to this form: Yes No

Administrator _____

Supervisor _____

Date _____

Formative Evaluation Form ~ Building-Based

Administrator's Name _____

Supervisor _____

Assignment _____

U = *Unsatisfactory*; **B** = *Basic*; **P** = *Proficient*; **E** = *Exemplary*; **NA** = *Not Applicable or Not Observed*

| Domain II: Instructional Leadership | | | | | | | | | |
|--|--|--|--|--|----------|----------|----------|----------|-----------|
| Standard 5: Vision | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> • Fosters a shared vision and purpose in order to build community. | | | | | | | | | |
| <ul style="list-style-type: none"> • Creates and implements school improvement goals and strategies via distributed leadership. | | | | | | | | | |
| <ul style="list-style-type: none"> • Open on-going, transparent communication. | | | | | | | | | |
| Comments: | | | | | | | | | |
| | | | | | | | | | |
| Standard 6: Data-Driven Decision-Making | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> • Collaborates with teachers to collect and use external and internal data. | | | | | | | | | |
| <ul style="list-style-type: none"> • Develops, uses, and supports staff teams. | | | | | | | | | |
| <ul style="list-style-type: none"> • Thinks and acts strategically to improve all outcomes and close all achievement gaps. | | | | | | | | | |
| Comments: | | | | | | | | | |
| | | | | | | | | | |
| Standard 7: Innovation & Continuous Improvement | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> • Models and encourages creativity. | | | | | | | | | |
| <ul style="list-style-type: none"> • Provides sustained professional development opportunities for all staff. | | | | | | | | | |
| <ul style="list-style-type: none"> • Continually and skillfully uses data to drive measurable academic and behavior improvements. | | | | | | | | | |
| Comments: | | | | | | | | | |
| | | | | | | | | | |

This Standards Review has been discussed between the administrator and supervisor.

The administrator has attached comments to this form: Yes No

Administrator _____

Supervisor _____

Date _____

Formative Evaluation Form ~ Building-Based

Administrator's Name _____

Supervisor _____

Assignment _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

| Domain III: Building Management | | | | | | | | | |
|--|--|--|--|--|----------|----------|----------|----------|-----------|
| Standard 8: Professionalism | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Possesses a professional code of ethics and is familiar with legal and contract requirements. Staff believes you are honest and that information received is reliable. | | | | | | | | | |
| <ul style="list-style-type: none"> Commitment to district vision, values, and initiatives. | | | | | | | | | |
| <ul style="list-style-type: none"> Actively seeks professional growth opportunities. | | | | | | | | | |
| Comments: | | | | | | | | | |
| | | | | | | | | | |
| Standard 9: Building Operations | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Manages the school facility effectively. | | | | | | | | | |
| <ul style="list-style-type: none"> Maximizes human resources efficiently. | | | | | | | | | |
| <ul style="list-style-type: none"> Applies principles of financial management and creative resource utilization. | | | | | | | | | |
| Comments: | | | | | | | | | |
| | | | | | | | | | |
| Standard 10: Effective Systems | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Implements the SPS teacher evaluation system to enhance teaching and learning. | | | | | | | | | |
| <ul style="list-style-type: none"> Uses data systematically to improve the effectiveness of all services and student outcomes. | | | | | | | | | |
| <ul style="list-style-type: none"> Fosters effective transition/articulation between different grade levels/schools. | | | | | | | | | |
| <ul style="list-style-type: none"> Creates systems that ensure that effective communication occurs. | | | | | | | | | |
| Comments: | | | | | | | | | |
| | | | | | | | | | |

This Standards Review has been discussed between the administrator and supervisor.

The administrator has attached comments to this form: Yes No

Administrator _____

Supervisor _____

Date _____

Formative Evaluation Form ~ Building-Based

Administrator's Name _____

Supervisor _____

Assignment _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

| Domain IV: School Culture | | | | | | | | | |
|---|--|--|--|--|----------|----------|----------|----------|-----------|
| Standard 11: Positive Relationships | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Communicates effectively and provides reliable information to all stakeholders. | | | | | | | | | |
| <ul style="list-style-type: none"> Develops positive relationships with students and staff. | | | | | | | | | |
| <ul style="list-style-type: none"> Develops relationships with parents and the community. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 12: Community Connections | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Integrates the school with the community at large. | | | | | | | | | |
| <ul style="list-style-type: none"> Solicits and utilizes community resources. | | | | | | | | | |
| <ul style="list-style-type: none"> Engages parents and community to facilitate student success. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 13: School Climate | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Builds a personalized learning environment through effective feedback systems. | | | | | | | | | |
| <ul style="list-style-type: none"> Fosters pride and community within the school. | | | | | | | | | |
| <ul style="list-style-type: none"> Develops and supports a safe and welcoming, caring, and inclusive school environment. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 14: Cultural Diversity | | | | | U | B | P | E | NA |
| <ul style="list-style-type: none"> Institutionalizes cultural knowledge among all staff. | | | | | | | | | |
| <ul style="list-style-type: none"> Promotes understanding and value of diversity within and between cultures. | | | | | | | | | |
| <ul style="list-style-type: none"> Maximizes cultural assessment in a variety of ways. | | | | | | | | | |
| Comments: | | | | | | | | | |

This Standards Review has been discussed between the administrator and supervisor.

The administrator has attached comments to this form: Yes No

Administrator _____

Supervisor _____

Date _____

Summative Evaluation Form: Building Based

Administrator's Name _____ Probationary: A: B: C: Contract:

Supervisor: _____ Assignment: _____

Domain I: Curriculum, Instruction, and Assessment

| | U | B | P | E | NA |
|--|----------|----------|----------|----------|-----------|
| Standard 1: Knowledge of Curriculum | | | | | |
| Standard 2: Knowledge of Instruction | | | | | |
| Standard 3: Knowledge of Assessment | | | | | |
| Standard 4: Powerful Teaching and Learning | | | | | |
| Comments: | | | | | |

Domain II: Instructional Leadership

| | U | B | P | E | NA |
|---|----------|----------|----------|----------|-----------|
| Standard 5: Vision | | | | | |
| Standard 6: Data-Driven Decision-Making | | | | | |
| Standard 7: Innovation & Continuous Improvement | | | | | |
| Comments: | | | | | |

Summative Evaluation Form: Building Based

Administrator's Name _____ Probationary: A: B: C: Contract:

Supervisor: _____ Assignment: _____

Domain III: Building Management

| | U | B | P | E | NA |
|---------------------------------|---|---|---|---|----|
| Standard 8: Professionalism | | | | | |
| Standard 9: Building Operations | | | | | |
| Standard 10: Effective Systems | | | | | |
| Comments: | | | | | |

Domain IV: School Climate

| | U | B | P | E | NA |
|-------------------------------------|---|---|---|---|----|
| Standard 11: Positive Relationships | | | | | |
| Standard 12: Community Connections | | | | | |
| Standard 13: School Climate | | | | | |
| Standard 14: Cultural Diversity | | | | | |
| Comments: | | | | | |

Overall Comments

This evaluation has been discussed between the administrator and supervisor.

The administrator has attached comments to this evaluation: Yes No

Administrator

Supervisor

Date

Formative Evaluation Form ~ Directors, Supervisors, & Confidentials

Name _____ Supervisor _____ Assignment _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

| Domain I: Management Skills | | | | | |
|---|----------|----------|----------|----------|-----------|
| Standard 1: Organization | U | B | P | E | NA |
| A. Maintains a professional office and working environment. | | | | | |
| B. Strong verbal, written, and technology communication skills including the ability to clearly articulate key processes in the system. | | | | | |
| C. Understands budgets and effectively uses and leverages resources to achieve improved outcomes for all students. | | | | | |
| Comments: | | | | | |
| Standard 2: Commitment to Follow-Through | U | B | P | E | NA |
| A. Pays attention to detail. | | | | | |
| B. Able to complete projects on budget on time. | | | | | |
| C. Trustworthy and dependable to complete assigned tasks. | | | | | |
| Comments: | | | | | |
| Standard 3: Professional and Ethical Behavior | U | B | P | E | NA |
| A. Treats everyone with high levels of respect, integrity, and confidentiality. | | | | | |
| B. Committed to district vision, values, and initiatives. | | | | | |
| C. Models professionalism and follows all contracts, legal obligations, district policies/procedures, and keeps personal obligations. | | | | | |
| D. Focuses on the best interests of students and the district. | | | | | |
| Comments: | | | | | |
| Standard 4: Customer Focus | U | B | P | E | NA |
| A. Understands and delivers high quality service at all times. | | | | | |
| B. Effectively responds to the requests throughout the organization. | | | | | |
| C. Continually builds positive relationships with internal and external community members. | | | | | |
| Comments: | | | | | |

This Standards Review has been discussed between the administrator and supervisor.
 The administrator has attached comments to this form: Yes No

Name _____ Supervisor _____ Date _____

Formative Evaluation Form ~ Directors, Supervisors, & Confidentials

Name _____ Supervisor _____ Assignment _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

| Domain II: Leadership Abilities | | | | | | | | | |
|--|--|--|--|--|----------|----------|----------|----------|-----------|
| Standard 5: Provides Direction | | | | | U | B | P | E | NA |
| A. Motivates others toward the achievement of shared goals. | | | | | | | | | |
| B. Maintains high expectations and effectively uses evaluation systems to provide employee feedback and professional growth opportunities. | | | | | | | | | |
| C. Effectively provides a clear vision to achieve the work. | | | | | | | | | |
| D. Able to synthesize a collection of ideas into a course of action. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 6: Facilitates Positive Change | | | | | U | B | P | E | NA |
| A. Effectively plans, implements, and leads change while understanding the complexities of balancing competing priorities. | | | | | | | | | |
| B. Demonstrates a willingness to learn and accept feedback. | | | | | | | | | |
| C. Creative possibility thinker who imagines possibilities as opposed to obstacles. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 7: Achieves Results | | | | | U | B | P | E | NA |
| A. Uses data to monitor progress toward measurable goals and continuously improve all outcomes. | | | | | | | | | |
| B. Assumes bottom line authority for the success of their department. | | | | | | | | | |
| C. Strategic thinker who is able to empower others to take responsibility for results. | | | | | | | | | |
| D. Creates partnerships to achieve results. | | | | | | | | | |
| Comments: | | | | | | | | | |
| Standard 8: Promotes Teamwork | | | | | U | B | P | E | NA |
| A. Works collaboratively across departments to break down silos and is invested in the success of other team members. | | | | | | | | | |
| B. Demonstrates the ability to understand others points of view and is continually working toward becoming culturally competent. | | | | | | | | | |
| C. Shares information, listens, supports, and empowers team members. | | | | | | | | | |
| D. Demonstrates effective facilitation skills and effectively engages with the external community and partner organizations. | | | | | | | | | |
| Comments: | | | | | | | | | |

This Standards Review has been discussed between the administrator and supervisor.
 The administrator has attached comments to this form: Yes No

Name _____ Supervisor _____ Date _____

Summative Evaluation Form

Name _____ Probationary: A: B: C: Contract:

Supervisor: _____ Assignment: _____

Domain I: Management Skills

| | U | B | P | E | NA |
|---|---|---|---|---|----|
| Standard 1: Organization | | | | | |
| Standard 2: Commitment to Follow-Through | | | | | |
| Standard 3: Professional and Ethical Behavior | | | | | |
| Standard 4: Customer Focus | | | | | |
| Comments: | | | | | |

Domain II: Leadership Abilities

| | U | B | P | E | NA |
|---|---|---|---|---|----|
| Standard 5: Provides Direction | | | | | |
| Standard 6: Facilitates Positive Change | | | | | |
| Standard 7: Achieves Results | | | | | |
| Standard 8: Promotes Teamwork | | | | | |
| Comments: | | | | | |

This evaluation has been discussed between the employee and supervisor.

The employee has attached comments to this evaluation: Yes No

Name

Supervisor

Date

Building-Based Standard 1: Knowledge of Curriculum

| Unsatisfactory ⁵ | Basic | Proficient | Exemplary |
|---|---|--|--|
| <p>Seldom focuses on curriculum, instruction, or assessment. Rarely proposes curriculum that helps students to meet benchmarks and state standards. Has a basic understanding of curriculum and instructional practice but rarely leads staff in the implementation of relevant curriculum. Results in terms of achievement and growth are rare and difficult to discern at best.</p> | <p>Facilitates linkages among curriculum, instruction, and assessment. Sometimes assists staff in implementing curriculum that helps students to meet benchmarks and state standards. Understands elements of curriculum and instructional practice but is not committed to seeing that the curriculum provided to students is relevant to their needs and interests. Results in terms of achievement and growth are inconsistent and at times difficult to discern.</p> | <p>Assures a sufficient linkage and interdependence among curriculum, instruction, and assessment. Is able to lead staff in implementing curriculum to help students meet benchmarks and state standards. Has an adequate understanding of curriculum and instructional practice. Usually collaborates with staff to align the school's curriculum with state standards. Committed to seeing that the curriculum provided to students is usually relevant to their needs and interests. Results in terms of achievement and growth are consistent and predictable.</p> | <p>Assures a strong linkage and interdependence among curriculum, instruction, and assessment. Leads staff in implementing curriculum to help students meet benchmarks and state standards. Has a strong understanding of curriculum and instructional practice. Continually collaborates with staff to align the school's curriculum with state standards. Strongly committed to seeing that the curriculum provided to students is highly relevant to their needs and interests. Results in terms of achievement and growth are clearly evident and provide a model for others to emulate.</p> |

⁵ The following definitions are used as a guide to evaluate a teacher's performance. **Unsatisfactory** (U): The performance is unacceptable and must improve significantly. **Basic** (B): The performance is satisfactory, but there are specific areas that can be improved. **Proficient** (P): The performance is strong, and there are no apparent weaknesses. **Exemplary** (E): The administrator's skills in this content area are in the top 10% of their field and can serve as a model and example to other administrators. There must be significant evidence for an administrator to be ranked Exemplary on a standard.

Building-Based Standard 2: Knowledge of Instruction

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|---|--|--|
| <p>Knowledge about theories and teaching strategies for learning is poorly developed and does not understand the elements that contribute to student learning. Teachers do not individualize instruction.</p> <p>Sometimes supports staff to use evidence-based best practices. Communicates ineffectively regarding effective instruction. Rarely shares information of research-based best practices with staff. Seldom models best practices for staff including the use of technology as a strategy for increased engagement in learning and has not regularly implemented it with student learning.</p> | <p>Knowledge about theories and teaching strategies for learning is not sufficiently developed and does not fully understands the elements that contribute to student learning. Inconsistently communicates those concepts to others. Sometimes supports staff to use evidence-based best practices. Encourages teachers to individualize instruction to some degree.</p> <p>Occasionally shares information of research-based best practices with staff. Inconsistently models best practices for staff including the use of technology as a strategy for increased engagement in learning. Inconsistently seeks resources for increased technology. Occasionally provides staff training on uses of technology.</p> | <p>Has sufficient knowledge about various theories and teaching strategies that support student learning, and is usually able to communicate those concepts to others. Usually possesses the knowledge and skills to improve instruction and student achievement. Encourages teachers to individualize instruction.</p> <p>Supports staff to be life-long learners. Is aware of recent developments in the field. Usually shares information of evidence-based best practices with staff. Provides articles and resources to staff. Usually models best practices for staff including the use of technology as a strategy for increased engagement in learning. Seeks resources for increased technology. Provides staff training on uses of technology.</p> | <p>Is extremely knowledgeable about various theories and teaching strategies to support student learning and is able to effectively communicate those concepts to others. Understands the elements that significantly contribute to student learning. Possesses the knowledge and skills to improve instruction and student achievement. Effectively trains and encourages teachers to individualize instruction.</p> <p>Strongly guides and supports staff to use research-based best practices. Supports staff to be life-long learners. Is aware of recent developments in the field and communicates that knowledge to others. Continually shares information of evidence-based best practices with staff. Provides articles and resources to staff. Continually models best practices for staff including the use of technology as a strategy for increased engagement in learning. Continually Identifies and seeks resources for increased technology. Provides staff training on uses of technology. Creatively uses technology to increase student learning. Integrates technology as an instructional tool.</p> |

Building-based Standard 3: Knowledge of Assessment

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|--|--|
| <p>Seldom uses data collection to identify what needs to be done within the school and analyze school reform. Data does not systematically determine focus.</p> <p>Occasionally uses data to get students to the standards to drive what is done in the school. There is little evidence to show he believes that all students can learn. Shows some signs of grasping what it means to close the achievement gap and how to accomplish this, but there is little to no evidence that achievement gaps have been closed.</p> | <p>Sometimes uses data to identify what needs to be done within the school and analyze school reform. Occasionally uses assessment data to gauge student success.</p> <p>Sometimes uses pre and post data to measure program effectiveness.</p> <p>Sometimes uses data for school improvement but does not usually take ownership of data.</p> <p>At times there is a lack of focus on bringing all students to standards. Staff is partially committed to closing the achievement gap. Data reflects that many achievement gaps still in the school.</p> <p>Sometimes participates in data team training and support.</p> | <p>Consistently uses data to identify what needs to be done within the school and analyze school reform. Uses assessment data to gauge student success. Uses pre and post data to measure program effectiveness. Consistently uses data for school improvement and usually takes ownership of data. Believes all students can reach standards and employs the data to drive what is done in the school.</p> <p>Focuses on bringing all students to standards. Staff is usually committed to closing the achievement gap. Data reflects that achievement gaps in the school are closing. Participates in data team training and support</p> | <p>Expertly uses data to identify what needs to be done within the school and analyze school reform. Fosters a culture where data “speaks” for change. Continually assesses data to gauge student success. Uses pre and post data to measure program effectiveness.</p> <p>Continuously and skillfully uses data for school improvement. Leads by taking ownership of data. Believes all students can reach high standards, employs the data to drive what is done in the school. Creates and implements accountability measures based on data.</p> <p>Consistently focuses on bringing all students to standards. Rigorous courses are available to all students. Staff is committed to closing the achievement gap. Data reflects that achievement gaps rarely exist in the school. Leads data team training and support.</p> |

Building-based Standard 4: Powerful Teaching and Learning

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|--|--|---|
| <p>Rarely works with teachers to create goals. Seldom utilizes effective evaluation methods to provide assistance to teachers. Evaluation of staff is not received in a positive way. Classroom observations and walkthroughs seldom occur. Feedback is not timely and consistent. Teachers do not feel supported in the classroom. Focus on student learning is inconsistent. Classroom visits are infrequent. Limited knowledge of Crook County’s Teacher Growth and Evaluation Handbook. Rarely share practices for increasing “time on task” with staff. Does not assess the schedule to monitor the best use of time.</p> | <p>Sometimes works with teachers to create goals. Inconsistently utilizes effective evaluation methods to provide assistance to teachers. Evaluation of staff is not received in a positive way. Inconsistently conducts meaningful classroom observations. Feedback is not timely and consistent. Focus on student learning is inconsistent. Classroom visits are infrequent. Limited knowledge of Crook County’s Teacher Growth and Evaluation Handbook. Rarely shares practices for increasing “time on task” with staff. Seldom assesses the schedule to monitor the best use of time.</p> | <p>Consistently works with teachers to create goals and revisits progress made toward meeting those goals, and restructures goals as needed. Is able to positively evaluate staff and foster staff growth. Conducts meaningful classroom observations. Provides continuous feedback. Puts student learning at the core of activities and decisions. Commonly visits classrooms and takes interest in student projects and achievement. Periodically guest lectures in a class and leads student extra-curricular events. Strong knowledge of Crook County’s Teacher Growth and Evaluation Handbook. Trains teachers in best practices for increasing “time on task.” Assesses the schedule to monitor the best use of time. Organizes time in innovative ways to improve student learning.</p> | <p>Always works with teachers to create goals and revisits progress made toward meeting those goals, and restructures goals as needed. Is able to positively evaluate staff and foster staff growth. Uses multiple strategies to improve teacher’s instructional practices. Conducts meaningful classroom observations on a regular basis. Puts student learning at the core of activities and decisions. Constantly focuses on student learning. Frequently visits classrooms and takes interest in student projects and achievement. Periodically guest lectures in a class and leads student extra-curricular events. Expert knowledge of Crook County’s Teacher Growth and Evaluation Handbook. Trains teachers in best practices for increasing “time on task.” Continually assesses the schedule to monitor the best use of time. Fosters learning in co-curricular activities and other arenas outside of the classroom, uses transitions. Organizes time in innovative ways to improve student learning.</p> |

Building-based Standard 5: Vision

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|---|---|---|
| <p>Shared vision is not evident among staff. Vision is not evident when making key decisions. School improvement goals are incomplete, vague, rarely measurable, and the strategies for achieving them are not evident or unclear. The goals are not aligned to the school or district vision.</p> | <p>Shared vision is not evident among staff . Vision is sometimes evident when making key decisions. School improvement goals are vague, seldom measurable, and the strategies for achieving them are inconsistent. The goals are not aligned to the school or district vision.</p> | <p>Fosters shared vision among staff and attempts to encourage ownership to all. Develops the vision with members of the school and community. Leads the development of a vision statement for the school. Attempts to build capacity in others to move toward the vision while reinforcing staff that move towards the vision. Vision is usually evident when making key decisions. Identifies steps and benchmarks to systematically achieve vision. Is able to articulates the vision and the steps to achieve it. School improvement goals are clear, usually measurable, and have strategies for achieving them. The goals are aligned to the school and district vision.</p> | <p>Fosters shared vision among staff and integrates all staff into the process. Extends ownership to all. Develops the vision with members of the school and community. Skillfully guides the vision. Leads the development of a vision statement for the school. Builds capacity in others to move toward the vision while reinforcing staff that move towards the vision. Connects the vision to the decision-making process. Vision is evident when making key decisions. Identifies steps and benchmarks to systematically achieve vision. Important decisions are driven by the vision. The success of these decisions are measured in reference to how thy have assisted the school in achieving its vision. Clearly articulates the vision and the steps to achieve it. School improvement goals are clear, measurable, and have articulated strategies for achieving them. The goals are aligned to the school and district vision.</p> |

Building-based Standard 6: Data-Driven Decision Making

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|--|---|---|
| <p>Occasionally supports teachers in the gathering of data, but does not regularly use or lead the data movement in the school.</p> <p>Has a basic understanding of the implications of external data. Informs staff of data’s implications (e.g. NCLB). Is not able to identify gaps in assessment data and or modify measures to provide additional info.</p> <p>Understands the importance of staff teams but is rarely successful in designing a system to support teacher collaboration and successful teaming. Attempts to build trust and relationships but is consistently successful.</p> <p>Realizes the importance of results but is inconsistent in data improvements.</p> | <p>Supports teachers in the gathering of data, but does not regularly use or lead the data movement in the school.</p> <p>Understands the implications of external data. Informs staff of data’s implications (e.g. NCLB). Is able to identify gaps in assessment data and modify measures to provide additional info. Disaggregates data into several categories.</p> <p>Understands the importance of staff teams to create proposals, suggest decisions, and collaborate. Attempts to arrange systems for mentorship and support among teachers. Attempts to build trust and relationships but is not always successful.</p> <p>Realizes the importance of results but is inconsistent in data improvements.</p> | <p>Supports teachers in the creation or gathering of data and demonstrates the potential of data to teachers. Uses data as part of the instructional practice, to assess student learning, and make appropriate adjustments.</p> <p>Understands the implications of external data and is familiar with different ways school quality is measured. Informs staff of data’s implications (e.g. NCLB). Is able to identify gaps in assessment data and modify measures to provide additional info. Disaggregates data into several categories to support school improvement efforts.</p> <p>Understands the importance of staff teams to create proposals, suggest decisions, and collaborate. Arranges systems for mentorship and support among teachers. Builds trust and relationships.</p> <p>Realizes the importance of results and is usually able to obtain them.</p> | <p>Leads and empowers teachers in the creation or gathering of data and continually demonstrates the potential of data to teachers. Helps teachers and community to understand assessment measures. Leads staff through action-research. Fosters an environment where teachers use data for curriculum decisions.</p> <p>Thoroughly understands the implications of external data and is familiar with different ways school quality is measured. Informs staff of data’s implications (e.g. NCLB). Creates site-based measures to gather internal data on attitudes or performance. Is able to identify gaps in assessment data and modify measures to provide additional info. Disaggregates data into several categories. Leads the school in closing all achievement gaps.</p> <p>Systematically delegates and supports staff teams to create proposals or suggest decisions. Successfully fosters collaboration among teachers through Professional Learning Communities. Arranges systems for mentorship and support among teachers. Builds deep trust and relationships. Committed to results and is continually able to obtain them.</p> |

Building-based Standard 7: Innovation and Continuous Improvement

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|--|--|--|
| <p>Seeks to recognize staff for implementing and using innovative programs but is not always consistent in support and follow through of those programs.</p> <p>Inconsistently models innovation and creativity by rarely trying new things.</p> <p>Rarely supports staff to take calculated risks. Training opportunities for staff is inconsistent.</p> <p>Commitment and delivery of improved academic and behavior outcomes is inconsistent.</p> | <p>Seeks to recognize staff for implementing and using innovative programs but is not always consistent in support and follow through of those programs.</p> <p>Inconsistently models innovation and creativity by sometimes tries new things. Sometimes supports staff to take calculated risks. Training opportunities for staff is inconsistent.</p> <p>Commitment and delivery of improved academic and behavior outcomes is inconsistent.</p> | <p>Implements creative programs and attempts to support them. Seeks to recognize staff for implementing and using innovative programs but is not always consistent in support and follow through of those programs.</p> <p>Models innovation and creativity by trying new things. Supports staff to take calculated risks. Provides a variety of trainings for most staff. Empowers staff as facilitators for training sessions by tapping the expertise and experience of staff members.</p> <p>Supports representatives to attend educational trainings and fosters accountability for reporting back to entire staff with new practices. Provides professional development that usually results enhanced student learning. Uses data to guide decisions about professional development.</p> <p>Is committed to improved outcomes and is usually able to demonstrate continuous improvement of specific academic and behavior outcomes for all students.</p> | <p>Implements and supports creative programs, embraces creative solutions, and rewards/recognizes staff for implementing and using them. Is able to follow through on all effective innovative programs so that they are implemented fully.</p> <p>Models innovation and creativity by trying new things and “thinking outside the box.” Encourages and supports staff to take calculated risks. Provides and supports a variety of trainings for all staff. Empowers staff as facilitators for training sessions by tapping the expertise and experience of staff members.</p> <p>Identifies and encourages representatives to attend educational trainings and fosters accountability for reporting back to entire staff with new practices. Provides appropriate professional development that results enhanced student learning. Uses data to guide decisions about professional development.</p> <p>Is committed to improved outcomes and is continuously able to demonstrate continuous improvement of specific academic and behavior outcomes for all students.</p> |

Building-based Standard 8: Professionalism

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|--|---|
| <p>Possesses limited legal and contract knowledge and is not consistent in using that knowledge to make decisions. Inconsistently processes decisions with stakeholders and rarely shares that information with members of the school community.</p> <p>Is not aware of professional development opportunities in the district and outside the district, and does not consistently take advantage of opportunities when they arise. Rarely takes on leadership roles at the district level. Limited knowledge or ability to implement best practices.</p> <p>Carries out some duties as assigned and needs reminders to complete necessary paperwork or reports. Inconsistently available to others when needed does not return phone calls and e-mails in a timely manner.</p> | <p>Possesses some legal and contract knowledge but is not consistent in using that knowledge to make decisions. Inconsistently processes decisions with stakeholders and inconsistently shares that information with members of the school community.</p> <p>Aware of professional development opportunities in the district and outside the district, but does not consistently take advantage of opportunities when they arise. Rarely takes on leadership roles at the district level. Limited knowledge or ability to implement best practices.</p> <p>Carries out duties as assigned, but needs reminders to complete necessary paperwork or reports. Responds professionally most of the time, but is inconsistently available to others when needed. Inconsistently returns phone calls and e-mails.</p> | <p>Communicates and models core values of the district. Applies ethics related to school and education. Possesses adequate legal and contract knowledge and uses that knowledge to make decisions. Processes decisions with most stakeholders. Shares information with members of the school community when appropriate. Is known for integrity and honesty.</p> <p>Aware of professional development opportunities in the district and outside the district and takes advantage of opportunities when they arise. Occasionally takes on leadership roles at the district level. Engages in goal setting in order to improve performance. Knowledgeable about best practices and displays the qualities of a lifelong learner.</p> <p>Carries out duties as assigned, maintains accurate and organized records and sometimes needs reminders to complete necessary paperwork or reports. Responds professionally and is available to others when needed. Returns phone calls and e-mails in a timely manner.</p> | <p>Communicates and models core values of the district. Applies ethics related to school and education. Possesses strong legal and contract knowledge and uses that knowledge to make effective decisions. Processes decisions effectively with all stakeholders. Uses a clear model for making decisions. Shares information with members of the school community when appropriate. Is known for integrity, honesty and is able to have hard conversations with respect.</p> <p>Acutely aware of professional development opportunities in the district and outside the district and frequently takes advantage of opportunities when they arise. In addition, takes on leadership roles at the district level. Engages in meaningful goal setting in order to improve performance. Extremely knowledgeable about best practices and consistently displays the qualities of a lifelong learner.</p> <p>Carries out all duties as assigned, maintains extremely accurate and organized records and rarely needs reminders to complete necessary paperwork or reports. Responds professionally in all situations and is available to others when needed. Returns phone calls and e-mails in a timely manner.</p> |

Building-based Standard 9: Building Operations

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|---|--|--|
| <p>Inconsistently utilizes space, supplies, and equipment. Attempts to provide a welcoming environment for students and community members but has limited success. Has limited knowledge of school safety and security. Organization the school site to support an effective learning environment is inconsistent.</p> <p>The school’s vision is not developed, and the administrator has limited success in retaining quality staff. Inconsistently aligns staff talent with the tasks and activities of the school. Limited use of volunteers and other community members hinders school success.</p> <p>Inconsistently works with staff to manage resources. Demonstrates poor allocation of financial and material resources in relationship to school goals.</p> | <p>Inconsistently utilizes space, supplies, and equipment. Attempts to provide a welcoming environment for students and community members but has limited success. Has limited knowledge of school safety and security. Organization the school site to support an effective learning environment is inconsistent.</p> <p>The school’s vision is not developed completely, and the administrator has limited success in retaining quality staff. Inconsistently aligns staff talent with the tasks and activities of the school. Limited use of volunteers and other community members hinders school success. Attempts to create partnerships with universities and the community.</p> <p>Inconsistently works with staff to manage resources. Demonstrates below average allocation of financial and material resources in relationship to school goals. Seeks additional resources to supplement state and district resources but is rarely successful.</p> | <p>References the school improvement plan when making building decisions. Effectively utilizes space, supplies, and equipment. Provides a welcoming environment for students and community members. Has knowledge of school safety and security. Organizes the school site to support an effective learning environment.</p> <p>Selects, assigns, and organizes staff to achieve the school’s vision and is usually able to retain quality staff. Aligns staff talent with the tasks and activities of the school. Recognizes future leaders for the school and district. Uses volunteers and other community members to assist in school activities. Attempts to create partnerships with universities and the community.</p> <p>Efficiently works with staff to manage resources. Demonstrates adequate allocation of financial and material resources in relationship to school goals. Seeks additional resources to supplement state and district resources.</p> | <p>Constantly references the school improvement plan when making building decisions. Effectively utilizes space, supplies, and equipment. Fosters a welcoming environment for students and community members. Has detailed knowledge of school safety and security. Organizes the school site to support an effective learning environment.</p> <p>Selects, assigns, and organizes staff to best achieve the school’s vision and is able to retain quality staff. Aligns staff talent with the tasks and activities of the school. Builds on staff strengths. Recognizes and supports future leaders for the school and district. Creatively uses volunteers and other community members to assist in school activities. Creates partnerships with universities and the community.</p> <p>Efficiently works with staff to manage resources. Demonstrates optimal allocation of financial and material resources in relationship to school goals. Seeks and finds additional resources to supplement state and district resources.</p> |

Building-based Standard 10: Effective Systems

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|--|---|
| <p>Unaware of some SPS components of the teacher evaluation system and as a result fails to meet many required deadlines. Is not able to use data systemically to improve operational systems.</p> <p>Attempts to support systems within the school to make transitions between grade levels more effective. Sometimes fails to communicate with feeder schools and as a result, transitions between levels are difficult.</p> | <p>Unaware of some SPS components of the teacher evaluation system and as a result fails to meet some required deadlines. Uses data systemically to improve some operational systems.</p> <p>Attempts to support systems within the school to make transitions between grade levels more effective. Sometimes fails to communicate with feeder schools and as a result, transitions between levels are from time to time not smooth.</p> | <p>Understands and implements the SPS teacher evaluation system effectively to meet all required deadlines. Uses data systemically to improve all operational systems.</p> <p>Creates and supports systems within the school to design transitions between grade levels. Communicates effectively with feeder schools to assist vertical articulation. Supports linkages for K-16 pathways.</p> | <p>Thoroughly understands and implements the SPS teacher evaluation system effectively to not only meet all required deadlines but work ahead of the deadlines. Uses data systemically to significantly improve all operational systems.</p> <p>Creates and supports systems within the school to design seamless transitions between grade levels. Initiates effective communication with feeder schools to assist strong vertical articulation. Builds linkages for K-16 pathways.</p> |

Building-based Standard 11: Positive Relationships

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|--|---|--|
| <p>Communication and positive language is sometimes lacking. Not very receptive to feedback and does not have systems for requesting it. Attempts to build relationships with staff, students, parents, and community members but is not very effective. Staff and students at the school do not feel personally and individually supported.</p> <p>Rarely maintains contact with parents and community members. Is not visible in the community. Little attempt is made to recruit parents and community members to participate in school planning and/or events. Parents are not frequently engaged in the student’s education.</p> | <p>Communication and positive language is sometimes lacking. Not always receptive to feedback and does not have systems for requesting it. Attempts to build relationships with staff, students, parents, and community members but is not always effective. Staff and students at the school at times do not feel personally and individually supported.</p> <p>At times maintains contact with parents and community members. Is not visible in the community. Attempts to recruit parents and community members to participate in school planning and/or events but is only sometimes effective. Parents are not frequently engaged in the student’s education.</p> | <p>Encourages communication and positive language. Is receptive to feedback and systematically requests it. Builds relationships with staff, students, parents, and community members. Staff and students at the school are personally and individually supported. Has a network for dialogue with colleagues.</p> <p>Maintains contact with parents and community members. Is visible in the community. Recruits parents and community members to participate in school planning and/or events. Engages parents to assist student’s education.</p> | <p>Encourages and models open communication and positive language. Is receptive to feedback and systematically requests it. Builds strong relationships with staff, students, parents, and community members. Manages by walking around. Staff and students at the school are personally and individually supported. Has a network for dialogue with colleagues.</p> <p>Maintains contact with a diverse group of parents and community members. Is visible in the community. Effectively recruits parents and community members to participate in school planning and/or events. Engages parents to assist student’s education and designs systems that support parent and community involvement.</p> |

Building-based Standard 12: Community Connections

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|--|---|---|
| <p>Infrequently engages the school in community events. The schools image to the community is not always positive. Is not able to effectively communicate the school’s needs or fosters partnerships with the community.</p> <p>The network to solicit support and resources is weak. Resources are lacking and it is difficult to gather support from the community. Has limited success in receiving grants. Or connecting with community leaders.</p> | <p>Infrequently engages the school in community events. The schools image to the community is not always positive. Is not able to effectively communicate the school’s needs or fosters partnerships with the community.</p> <p>The network to solicit support and resources is weak. Resources are lacking and it is difficult to gather support from the community. Has limited success in receiving grants. Or connecting with community leaders.</p> | <p>Engages the school in several community events. Portrays a positive school image to the community and communicates the school’s needs. Fosters partnerships with the community. Unifies the community around common goals and expectations.</p> <p>Employs a network to solicit resources. Attempts to create strategic partnerships. Is proactive is finding resources. Has success in receiving grants, and uses the assistance of staff. Obtains the support of central office and community leaders through communication.</p> | <p>Engages the school continuously in numerous community events. Portrays a positive school image to the community and actively communicates the school’s needs. Fosters strong partnerships with the community. Unifies the community around common goals and expectations.</p> <p>Employs a strong network to solicit resources. Creates strategic partnerships. Is proactive is finding resources. Has a high success rate in receiving grants, and effectively uses the assistance of staff. Obtains the strong support of central office and community leaders through effective communication.</p> |

Building-based Standard 13: School Culture

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|--|---|--|
| <p>Infrequently supports a student-centered environment, both in the classrooms and throughout the school site. Student needs and strengths are rarely considered when making decisions.</p> <p>The campus setting is not very welcoming. There is a lack of pride and school spirit evident throughout the school. Limited energy is put into the school's image and facilities. There is little attempt to improve the school's culture, climate, and environment. Feedback systems are not used.</p> | <p>Attempts to support a student-centered environment, both in the classrooms and throughout the school site but is not always successful. Sometimes considers students' needs and strengths when making decisions.</p> <p>The campus setting is not always welcoming. There is a lack of pride and school spirit evident throughout the school. Some energy is put into the school's image and facilities. Attempts to improve the school's culture, climate, and environment but does not use effective feedback systems.</p> | <p>Supports a student-centered environment, both in the classrooms and throughout the school site. Considers students' needs and strengths when making most decisions.</p> <p>Develops a welcoming campus setting. Models pride in the school to the staff and students. Puts energy into the school's image and facilities. Develops pride for the school internally. Improves the school's culture, climate, and environment through feedback systems that are designed to support student academic and behavioral learning needs.</p> | <p>Creates a strong student-centered environment, both in the classrooms and throughout the school site. Considers students' needs and strengths when making all decisions. Creates support systems for students.</p> <p>Develops a unique and welcoming campus setting. Models pride in the school to the staff and students. Puts significant energy into the school's image and facilities. Develops pride for the school internally. Improves the school's culture, climate, and environment through strong and effective feedback systems that are designed to support student academic and behavioral learning needs.</p> |

Building-based Standard 14: Cultural Diversity

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|---|---|
| <p>The value of a diverse staff and student body is rarely evident. Some staff do not feel safe having conversations about culture and race. There is little evidence of methods used to collect and utilize demographic, cultural, and school outcome data for racial, socio-economic, and ethnic groups in the school. Support structures for diverse students are hard to find.</p> <p>There is a lack of support for staff to understand the diversity within and between cultures. Staff development about the diversity between and within cultures rarely occurs. Parents, students, staff, and community are not engaged in diversity appreciation events.</p> <p>There is a lack of multicultural clubs and events. Visual evidence of cultural components is evident in the school is hard to find. Staff are not engaged in activities increases their self—awareness and learn more about their own biases, fears, and comfort levels.</p> | <p>Attempts to support the value of a diverse staff and student body. Most staff feel safe having conversations about culture and race. Sometimes uses methods to collect and utilize demographic, cultural, school outcome data for racial, socio-economic, and ethnic groups in the school. Support structures for diverse students are sometimes not available.</p> <p>At times there is a lack of support for staff to understand the diversity within and between cultures. Staff development about the diversity between and within cultures is limited. Parents, students, staff, and community are seldom engaged in diversity appreciation events.</p> <p>There is a lack of multicultural clubs and events. Visual evidence of cultural components is evident in the school is hard to find. Staff are seldom engaged in activities increases their self—awareness and learn more about their own biases, fears, and comfort levels.</p> | <p>Encourages the value of a diverse staff and student body. Supports a variety of cultural experiences for staff. Staff feel safe having conversations about culture and race. Uses methods to collect and utilize accurate demographic, cultural, school outcome data for racial, socio-economic, and ethnic groups in the school. Support structures for diverse students are ongoing.</p> <p>Expects staff to understand the diversity within and between cultures. Provides ongoing staff development about the diversity between and within cultures. Attempts to engage parents, students, staff, and community in diversity appreciation events.</p> <p>Organizes multicultural clubs and events. Visual evidence of cultural components is evident in the school. Supports opportunities for staff and self to develop their own cultural assessments. Arranges ongoing education and training. Fosters an environment where staff increases their self—awareness and learn more about their own biases, fears, and comfort levels. After the assessment, opportunities are provided for training.</p> | <p>Believes in and models the value of a diverse staff and student body. Ensures a variety of cultural experiences for all staff. All staff feel safe having conversations about culture and race. Uses a variety of methods to collect and utilize accurate demographic, cultural, school outcome data for racial, socio-economic, and ethnic groups in the school. Support structures for diverse students are effective and ongoing.</p> <p>Ensures that all staff understands the diversity within and between cultures. Provides ongoing relevant staff development about the diversity between and within cultures. Engages parents, students, staff, and community in diversity appreciation events.</p> <p>Organizes multicultural clubs and events. Visual evidence of cultural components is evident in the school. Creates many opportunities for staff and self to develop their own cultural assessments. Requires and arranges ongoing education and training. Fosters an environment where staff increases their self—awareness and learn more about their own biases, fears, and comfort levels. After the assessment, opportunities are provided for training.</p> |

Non-Building-Based Standard 1: Organization

| Unsatisfactory ⁶ | Basic | Proficient | Exemplary |
|---|--|---|---|
| <p>Office is cluttered and messy so that clients have to move items to find a place to sit or work.</p> <p>Documentation is not efficiently organized. As a result, the administrator must take extra time to locate critical information. Office operates hectically and lacks professionalism due to ineffective systems. Important papers and files are sometimes lost or misplaced.</p> <p>Discussions email, letters, (communications) are sometimes unclear and misunderstood by the client. Clients report confusion on a regular basis. Clients do not have a clear and uniform vision of school processes.</p> <p>Budget elements cannot be defended and explained. Reminders are required to turn in necessary budget items. Resources are sometimes not used effectively or remain unspent. As a result, it is more difficult to achieve the district vision.</p> | <p>Office is cluttered so that clients may have to move items to find a place to sit or work.</p> <p>Documentation is not efficiently organized. As a result, the administrator may take extra time to locate critical information. Office operates hectically and may lack professionalism due to ineffective systems. Important papers and files are sometimes lost or misplaced.</p> <p>Discussions email, letters, (communications) are sometimes unclear and misunderstood by the client. Clients report some confusion. Clients do not have a clear and uniform vision of school processes.</p> <p>Budget elements cannot be clearly defended and explained. Reminders are required to turn in necessary budget items. Resources are sometimes not used effectively or remain unspent. As a result, it is more difficult to achieve the district vision.</p> | <p>Office is inviting and tidy enough that clients can sit comfortably and participate in a meeting without having to look at confidential information or having to move items to find a place to sit or work.</p> <p>Documentation is organized in such a way that administrator can usually access critical information in a timely manner to meet the needs of their clients. Office operates with calmness, efficiency and professionalism due to effective underling systems.</p> <p>Discussions email, letters, (communications) are usually clear and understandable by client. Clients report little confusion. Clients have a clear and uniform vision of school processes.</p> <p>Every budget element can be clearly defended and explained. Appropriately allocates targeted resources and uses those resources to achieve the district vision.</p> | <p>Office is immaculate, appropriately furnished. All paperwork binders and clutter are out of sight. Seating space is available for meetings.</p> <p>Documentation is meticulously organized in such a way that the administrator can access critical information in a timely manner as necessary. Office operates with exceptional calmness, efficiency and professionalism due to effective underling systems.</p> <p>Discussions email, letters, (communications) are impeccably clear and understandable by client. Clients report no confusion. Clients have a clear and uniform vision of school processes.</p> <p>Every budget element can be clearly defended and explained. Appropriately allocates targeted resources and uses those resources in a highly effective and efficient way to achieve the district vision.</p> |

⁶ The following definitions are used as a guide to evaluate a teacher's performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are no apparent weaknesses. **Exemplary (E)**: The administrator's skills in this content area are in the top 10% of their field and can serve as a model and example to other administrators. There must be significant evidence for an administrator to be ranked Exemplary on a standard.

Non-Building-Based Standard 2: Commitment to Follow Through

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|--|--|
| <p>Does not pay attention to detail on projects, plans, evaluations, observations. As a result, work is frequently half-completed or several reminders are needed in order to complete the assigned work.</p> <p>Attempts to support implementation of plans but frequently fails in follow through. Goals are not met on a regular basis. Projects are frequently over-budget and late.</p> <p>Administrator cannot be relied upon to complete assigned tasks.</p> | <p>Sometimes completes projects within budget and on time. Work is occasionally half-completed or reminders are needed in order to complete the assigned work.</p> <p>Attempts to support implementation of plans but sometimes fails in follow through. Goals are not met on a regular basis. Projects are occasionally over-budget and late.</p> <p>Sometimes the administrator can be relied upon to complete tasks. Attempts are made to support implementation of plans, but sometimes fails in the follow through of effort.</p> | <p>Completes projects within budget and on time. Reminders are rarely needed to complete assigned work.</p> <p>Pays attention to detail on projects, plans, evaluations, observations, and work assignments. Completes assignments and meets required outcomes.</p> <p>Supports the implementation of plans and follows through to make sure things tasks get completed. Goals are met on a regular basis.</p> <p>Administrator can be relied upon to complete tasks.</p> | <p>Ensures the completion of projects within budget and on time by working and planning ahead. Reminders are not needed to complete assigned work. Often completes additional work beyond what was required or expected.</p> <p>Pays strict attention to detail on projects, plans, evaluations, observations, and work assignments. Completes assignments and meets or exceeds the required outcomes.</p> <p>Strongly supports the implementation of plans and follows through to make sure things tasks get completed. Goals are almost always met or exceeded.</p> <p>Administrator can be strongly relied upon to complete tasks.</p> |

Non-Building-based Standard 3: Professional and Ethical Behavior

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|--|---|--|
| <p>Interactions with stakeholders (board, team members, staff, parents, students) are sometimes disrespectful, dishonest or not held in confidence.</p> <p>Lacks commitment to the district vision, values, and initiatives. Weak efforts are made to follow contracts, district obligations, policies, and procedures.</p> <p>Not frequently engaged in activities that focus on the best interests of students and the district.</p> | <p>Interactions with stakeholders (board, team members, staff, parents, students) are occasionally disrespectful, dishonest or not held in confidence.</p> <p>At times lacks commitment to the district vision, values, and initiatives. Inconsistent efforts are made to follow contracts, district obligations, policies, and procedures.</p> <p>Inconsistently engaged in activities that focus on the best interests of students and the district.</p> | <p>Models positive examples of respect, integrity, and confidentiality with all interactions. Is engaged with all stakeholders by promoting and supporting the district vision and values.</p> <p>Provides resources for the implementation of district values and vision. Is competent in professional adherence to following contracts, district obligations, policies, and procedures.</p> <p>Committed to following all contracts and obligations with the respect, integrity, and confidentiality.</p> <p>Is committed to keeping the focus on what is in the best interest of students at all levels and in all settings.</p> | <p>Encourages and models positive examples of respect, integrity, and confidentiality with all interactions. Highly engaged with all stakeholders (board, team members, staff, parents, students) by promoting and supporting the district vision and values.</p> <p>Provides and secures resources for the implementation of district values and vision. Is distinguished in professional adherence to following contracts, district obligations, policies, and procedures.</p> <p>Committed to following all contracts and obligations with the utmost respect, integrity, and confidentiality.</p> <p>Is passionate about keeping the focus on what is in the best interest of students at all levels and in all settings.</p> |

Non-Building-based Standard 4: Customer Focus

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|--|---|---|
| <p>Makes little effort to interact with and responds to the needs of students, parents, staff, community, team members, and the school board. As a result, a lack of confidence and trust is reflected in the administrator’s ability to serve others with a customer focus.</p> <p>Unaware of the need to utilize input from students, parents, staff, community, and school board about ways to improve the organization.</p> <p>Limited awareness exists of the importance and need to build positive relationships. As a result, poor decisions that negatively affect people in the organization occur on a regular basis.</p> | <p>Inconsistently attempts to interact with and responds to the needs of students, parents, staff, community, team members, and the school board with levels of quality, service, and satisfaction. As a result, there may be a lack of confidence and trust is reflected in the administrator’s ability to serve others with a customer focus.</p> <p>Infrequently utilizes input from students, parents, staff, community, and school board about ways to improve the organization.</p> <p>Is aware that interactions can create and build positive relationships, but is not always effective in their attempts to build and develop those relationships.</p> | <p>Effectively interacts with and responds to the needs of students, parents, staff, community, team members, and the school board with strong levels of quality, service, and satisfaction. As a result, trust is developed throughout the organization.</p> <p>Usually seeks and utilizes input from students, parents, staff, community, and school board about ways to improve the organization and moves forward with action plans to improve.</p> <p>Recognizes and attempts to make interactions with others an opportunity to build positive relationships.</p> | <p>Constantly interacts with and responds to the needs of students, parents, staff, community, team members, and the school board with high levels of quality, service, and satisfaction. As a result, strong trust is developed throughout the organization.</p> <p>Proactively and constantly seeks and utilizes input from students, parents, staff, community, and school board about ways to improve the organization and moves forward with action plans to improve.</p> <p>Is acutely aware and committed to make each interaction with others an opportunity to build positive relationships. As a result, people are consistently seeking their advice and support to achieve improved outcomes for the organization.</p> |

Non-Building-based Standard 5: Provides Direction

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|--|---|---|
| <p>Unable to motivate others in the organization toward the achievement of shared goals. There is clear evidence of weak or ineffective systems.</p> <p>Inconsistently or does not engage in goal setting and does not provide strategic formative and summative feedback throughout the evaluation cycle. Lacks high expectations for self and others. There is little evidence of personal goals.</p> <p>Lacks a vision and does not ask for feedback and support when needed. Action plans are incomplete and ineffective. As a result, team members are not able to achieve their goals and the organization/department does not reach their potential.</p> | <p>Inconsistently motivates others in the organization toward the achievement of shared goals. There is clear evidence of weak or ineffective systems.</p> <p>Inconsistently engages in goal setting and rarely provides strategic formative and summative feedback throughout the evaluation cycle. Lacks high expectations for self and/or others. Does not set personal goals that can be measured.</p> <p>Lacks a clear vision and rarely asks for feedback and support when needed. Action plans are incomplete or ineffective. As a result, team members are not able to achieve their goals consistently and the organization/department does not reach their potential.</p> | <p>Motivates others in the organization toward the achievement of shared goals through guidance, support, follow through, and effective systems.</p> <p>Engages in regular goal setting with strategic formative and summative feedback throughout the evaluation cycle. Maintains strong expectations for self and others. Sets personal goals that are measurable and provide helpful direction to the organization.</p> <p>Makes the vision explicit to all stakeholders and asks for feedback and support as needed. Creates action plans that are implemented with clear timelines. As a result, team members are able to achieve their goals consistently.</p> | <p>Highly motivates others in the organization toward the achievement of shared goals through guidance, support, follow through, and highly effective systems.</p> <p>Engages in effective goal setting with strategic formative and summative feedback throughout the evaluation cycle. Maintains high expectations for self and others. Sets personal goals that are aggressive, measurable, and provide strong and helpful direction to the organization.</p> <p>Makes the vision explicit and transparent to all stakeholders and asks for feedback and support as needed. Creates strong action plans that are implemented with clear timelines. As a result, team members are provided strong direction and able to achieve their goals consistently and often go above and beyond the call of duty for the organization.</p> |

Non-Building-based Standard 6: Facilitates Positive Change

| Unsatisfactory | Basic | Proficient | Exemplary |
|---|---|---|---|
| <p>Unable or makes no attempt to bring people together, gain support, agreement, and communicate to others a vision of things that should be changed/improved. As a result, the status quo is often defended and discussions center around reasons why things cannot or should not be changed. Improvement is rare.</p> <p>Unwilling to recognize and accept feedback from others. Frequently gets defensive and provides excuses when confronted with the need to change/improve.</p> <p>Status quo manager who is unable to see the big picture. Stuck in yesterday. As a result, there is no change/improvement occurring in their department/organization.</p> | <p>Inconsistent in the ability to bring people together, gain support, agreement, and communicate to others a vision of things that should be changed/improved. As a result, the status quo is often defended and discussions center around reasons why things cannot or should not be changed. Improvement is rare.</p> <p>Rarely seeks the input of others to synthesize and apply ideas that will lead to positive change.</p> <p>Status quo manager who is frequently unable to see the big picture. Stuck in yesterday. As a result, there is little to no change/improvement occurring in their department/organization.</p> | <p>Has a strong ability to bring people together, gain support, agreement, and communicate to others a defined vision of things that should be changed/improved. Realizes and can adjust to the unintended consequences of positive change.</p> <p>Consistently seeks the input of others to synthesize and apply ideas that will lead to positive change. Input includes reading, dialog with others, attending conferences, and applying those ideas through written plans and proposals.</p> <p>Creative, visionary leader who has the ability to communicate and resolve most issues effectively. As a result, there is buy-in and support for change.</p> | <p>Has an exceptional ability to bring people together, gain support, agreement, and communicate to others a clear and defined vision of things that should be changed/improved. Realizes and can adjust effectively to the unintended consequences of positive change.</p> <p>Actively seeks the input of others to synthesize and apply ideas that will lead to positive change. Effective input includes reading, dialog with others, attending conferences, and applying those ideas through written plans and proposals.</p> <p>Creative, visionary leader who has the ability to effectively communicate and resolve complex issues and see those issues from multiple points of view. As a result, there is tremendous buy-in and support for change that will lead to positive results.</p> |

Non-Building-based Standard 7: Achieves Results

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|--|--|
| <p>Is unaware of how data can be analyzed in qualitative and quantitative ways and as a result data is frequently not used or accessed ineffectively.</p> <p>Rarely makes data available to others so that it is not frequently used to set goals or make mid-course corrections.</p> <p>Does not believes or demonstrate through actions that the status quo can be improved. As a result, there is little to no effort placed to problem-solve around obstacles that hinder program improvement unless forced to address the issues through outside pressure.</p> <p>Rarely provides alternative solutions or invite others to participate so there is little to no evidence of effective strategies/actions occurring.</p> <p>Few people and resources are working together to achieve results and improve outcomes. There is evidence of an apathetic or negative community that is regularly involved in blaming others and finger-pointing.</p> | <p>Is somewhat aware of how data can be analyzed in qualitative and quantitative ways but does not ask enough questions to truly understand the data.</p> <p>Inconsistently makes data available to others so that it is not frequently used to set goals or make mid-course corrections.</p> <p>Believes but does not demonstrate through actions that the status quo can always be improved. As a result, there is little effort placed to problem-solve around obstacles that hinder program improvement.</p> <p>Occasionally provides alternative solutions or invite others to participate so but there is little evidence of effective strategies/actions occurring.</p> <p>Some people and resources are working together to achieve results and improve outcomes. There is evidence of an apathetic or disinterested community that is getting mixed results for their efforts.</p> | <p>Understands and uses a variety of data (qualitative and quantitative) on a regular basis in order to achieve results. Knows and practices how to ask questions about data.</p> <p>Continuously makes data available in a so most stakeholders can analyze and gain insights from their data in the midst of projects and adjust strategies accordingly.</p> <p>Believes that the status quo can always be improved and uses creativity and innovation to problem-solve around obstacles that hinder program improvement.</p> <p>Provides alternative solutions and invites others to participate and bring ideas to the table so that the effective strategies can be implemented and actions can be taken.</p> <p>Most people and resources are working together to achieve results and improve outcomes. There is evidence of a healthy and vibrant community that is continuously improving most of the time.</p> | <p>Understands and expertly uses a variety of data (qualitative and quantitative) on a regular basis in order to achieve above average results. Knows and practices how to ask questions about data.</p> <p>Continuously makes data available in a user-friendly way so all stakeholders can analyze and gain insights from their data in the midst of projects and adjust strategies accordingly.</p> <p>Believes that the status quo can always be improved and uses strong/effective creativity and innovation to problem-solve around obstacles that hinder program improvement.</p> <p>Provides alternative creative solutions and invites others to participate and bring ideas to the table so that the best and most effective strategies can be implemented and actions can be taken.</p> <p>All people and resources are working together to achieve results and improve outcomes. There is strong evidence of a healthy and vibrant community that is continuously improving at all times.</p> |

Non-Building-based Standard 8: Promotes Teamwork

| Unsatisfactory | Basic | Proficient | Exemplary |
|--|---|---|---|
| <p>Little effort is made to build strong relationships. Communication between departments does not exist. As a result, misunderstandings, miscommunication, and a loss of work time/doubling work efforts occurs on a regular basis.</p> <p>Is not aware of the need and importance of cultural competency and therefore does not work toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator does not attend trainings or seminars that promote and support cultural diversity.</p> <p>Rarely shares information and as a result the information that is shared is generally inaccurate. Attempts to listen to stakeholders, but does not change a course of action based upon the input.</p> <p>Is ineffective at facilitating small and large groups. As a result, the teams do not reach their potential and there is evidence of mistrust and dysfunction on the team.</p> | <p>Attempts to build strong relationships but communicates ineffectively across departments throughout the organization. As a result, misunderstandings, miscommunication, and a loss of work time occurs on a regular basis.</p> <p>Is not fully aware of the need and importance of cultural competency and therefore does not consistently work toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator infrequently attends trainings or seminars that promote and support cultural diversity.</p> <p>Does not consistently share information and as a result the information that is shared is sometimes inaccurate. Attempts to listen to stakeholders, but does not change a course of action based upon the input.</p> <p>At times is ineffective at facilitating small and large groups. As a result, the teams do not reach their potential and there is evidence of mistrust and dysfunction on the team.</p> | <p>Builds strong relationships most of the time by communicating across all departments throughout the organization.</p> <p>Is aware of the need and importance of cultural competency and is consistently working toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator attends trainings, seminars and reads books that promote and support cultural diversity.</p> <p>Shares information accurately. Authentically listens to all stakeholders, supports/empowers team members.</p> <p>Facilitates small and large groups so that team members are usually working together toward the same outcome. As a result, the team is usually meeting the expected outcomes.</p> <p>Attempts to engage the external community and partner organizations.</p> | <p>Builds strong relationships at all times by effectively communicating across all departments throughout the organization.</p> <p>Is acutely aware of the need and importance of cultural competency and is constantly working toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator regularly attends trainings, seminars and reads books that promote and support cultural diversity.</p> <p>Continuously shares information, concisely and accurately. Authentically listens to all stakeholders, supports/empowers team members.</p> <p>Effectively facilitates small and large groups so that everyone on the team is working together toward the same outcome. As a result, the team is consistently achieving beyond their expectations of success.</p> <p>Actively engages the external community and partner organizations that results in increased resources that helps the organization to achieve the vision.</p> |

Directed Performance Goal Setting Form

Administrator: _____ Probationary: A: B: C: Contract:

School: _____ Date: _____ Supervisor: _____

Performance Goal: (Complete a separate form for each goal).

Based upon the following Crook County standards and/or performance targets:

1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11: 12: 13: 14: 15:

Determined by: Administrator: Team: Supervisor: District:

Strategies/activities to complete the goal:

Ways your supervisor can support the goal:

Proposed evidence of goal success, progress, and completion:

Timeline for checking progress:

Administrator Supervisor Date

Plan of Improvement

Administrator:

Probationary: A: B: C:

School:

Date:

The Plan of Improvement is being implemented after Directed Goals assigned on (date) were not effective in improving performance.

| |
|---|
| 1. Area of Concern: |
| Domain(s)_____ Performance Standard(s)_____ |
| Concern(s) |

| |
|---------------------------------|
| 2. Statement of Concern: |
| |

| |
|---|
| 3. Strategies/Activities to Address the Concern: |
| |

4. System of Support and Progress Monitoring: (must be specific, and outcomes must be measurable. The district, with employee and association input should develop the plan.)

5. Timeline (frequency):

| | | |
|---------------|--|------------|
| Administrator | | Supervisor |
| | | |
| | | |
| Date | | Date |

| | | |
|-------------------------|--|--|
| District Representative | | |
| | | |
| | | |
| Date | | |

360 Degree Feedback Question Bank⁷

Below is a list of possible questions for the 360 Feedback from staff. Administrator/Directors will agree on the questions to be asked and questions will sent through staff electronically (probably SurveyMonkey) for completion. The data retrieved from the survey is for the administrator's use during the evaluation process and will not be placed in the administrator's personnel file.

1. I work with people who treat me with respect.
2. I am recognized for good work.
3. I work with people who listen if I have ideas about doing things better.
4. My administrators treat me with respect.
5. My administrators are effective instructional leaders.
6. I believe this school has a good public image.
7. I believe the vision for this school is shared.
8. My administrators facilitate communication effectively.
9. My administrators support me in my work with students.
10. I believe we have an action plan in place which can get us to our vision.
11. My administrators support shared decision making.
12. My administrators allow me to be an effective instructional leader.
13. My administrators are effective in helping us reach our vision.
14. My administrators handle discipline problems effectively.
15. My administrators help me to be successful.
16. My administrators are role models.
17. I believe the vision for this school is clear.
18. My administrators are building leaders.
19. My administrators keep student achievement as their first priority.

⁷ The following sources were used in designing these questions: Wisconsin Department of Education <http://goal.learningpt.org/winss/staff/>; www.schoolculture.net; <http://www.marcusbuckingham.com/home.php>; www.management-standards.org.uk; www.keyinc.com; <http://www.zfco.com/ctel.html>;

20. Staff meetings are run effectively.
21. Issues or complaints from parents are handled well.
22. Issues or concerns with difficult students and school safety are handled well.
23. The school calendar and master schedule are well planned.
24. Strong leadership, opportunities for collaboration and ongoing development of professional learning communities is clearly evident.
25. My administrators are gone too often.
26. I believe the school provides an atmosphere where every student can succeed.
27. My building level administration has my confidence.
28. My district level administration has my confidence.
29. I have the opportunity to think for myself, not just carry out instructions.
30. My administrator's skills and knowledge make an important contribution to achieving team results.
31. My administrator provides consistent and clear direction to staff.
32. My administrator follows through on commitments and promises.
33. My administrator has the courage to make the changes that will improve the school or organization.
34. My administrator creates an atmosphere of continual improvement in which self and others push to exceed expected results.
35. My administrator creates an inclusive environment that values people with diverse skills, styles, perspectives, and backgrounds.
36. My administrator resolves conflicts effectively within the school or work group.
37. My administrator gives honest feedback in a helpful way.
38. My administrator is trusted by staff, faculty and all members of the school or work group.
39. My administrator inspires others to high levels of effort and performance.
40. My administrator provides fellow staff and faculty with a definite sense of direction and purpose.

41. My administrator is approachable and available to staff, parent, and community members.
42. My administrator can always be counted on to follow through on commitments.
43. My administrator keeps people focused on the highest priority goals and objectives.
44. My administrator spots new trends, potential problems, and opportunities early.
45. My administrator makes a real effort to improve based upon feedback from others.
46. My administrator has the ability to anticipate and respond quickly to problems.
47. My administrator is trusted by others to use good judgment when making decisions.
48. My administrator is direct and honest when working with staff members.
49. My administrator is responsive (not defensive) to constructive criticism and feedback.
50. My administrator is culturally sensitive, aware, and respectful to all students, staff, and parents.

How to Write a SMART Goal

Goals for educators are required as part of the differentiated professional growth plan process. The goal(s) should be an outgrowth of the educators' self-assessment, the last evaluation summary and/or as a result of a discussion between the educator and supervisor. Goals are written for one year for temporary and probationary educators. For contract educators who are on a Guided Evaluation Cycle, goals are written for two years and for educators on the Self-Directed Evaluation Cycle, goals are written for two years.

Goals are based on School Improvement Plans, domains of professional practice and job descriptions. Goals should be **SMART**-Specific, Measureable, Attainable, Results-oriented, Time bound.

SMART GOALS:

Specific- Know precisely what you want to achieve. To set a specific goal considers the six "W" questions:

Who: Who is involved?

What: What do I want to accomplish?

When: Establish time frame

Which: Identify requirements and constraints

Where: Identify a location

Why: Specific reasons, purpose or benefits of accomplishing the goal

Measurable- Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. To determine if your goal is measurable, ask questions such as...How much? How many? How will I know when my goal is accomplished?

Attainable- When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Rather than setting lofty but unreachable goals, stretch yourself, but at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.

Results-oriented- The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal impact student learning and this portion of the goal describes how it is impacted.

Time bound- Goals that have no timeline might as well not be goals at all, because you'll have little incentive to achieve them. Setting a realistic time-frame for your goals help you maintain momentum and follow through with the completion of your tasks.

TEACHER STANDARDS AND PRACTICES COMMISSION

DIVISION 20 STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

584-020-0000

Application of Rules

- (1) Oregon Administrative Rules 584-020-0005 through 584-020-0045 were adopted by the Teacher Standards and Practices Commission in accordance with Oregon Revised Statute 342.175(5).
- (2) OAR 584-020-0005 through 584-020-0045 may be used as criteria by the Teacher Standards and Practices Commission in matters pertaining to the revocation or suspension of licenses or registrations issued by the Commission under ORS 342.120 to 342.200, or the discipline of any license or registration holder or any person who has held a license or registration at any time within five years prior to issuance of the notice of charges under ORS 342.176.
- (3) The Commission determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
- (4) The Commission will promptly investigate complaints:
 - (a) The Commission may at its discretion defer action to charge an educator against whom a complaint has been filed under ORS 342.176 when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the Commission shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator.
 - (b) The Executive Director shall regularly inform the Commission of the status of any complaints on which the Commission has deferred action.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99

584-020-0005

Definitions

The following definitions apply to Oregon Administrative Rules 584-020-0000 through 584-020-0045 unless otherwise indicated by context:

- (1) "Administrator": Any supervisory educator who holds a valid Oregon Administrative License or registration.
- (2) "Competent": Discharging required duties as set forth in these rules.
- (3) "Educator": Any licensed or registered person who is authorized to be engaged in the instructional program including teaching, counseling, administering, and supervising.
- (4) "Ethical": Conforming to the professional standards of conduct set forth in these rules.
- (5) "Sexual Conduct" includes:
 - (a) The intentional touching of the breast or sexual or other intimate parts of a student;
 - (b) Causing, encouraging, or permitting a student to touch the breast or sexual or other intimate parts of the educator;
 - (c) Sexual advances or requests for sexual favors directed towards a student;

(d) Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment; or

(e) Verbal or physical conduct which has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.

(6) "Sexual harassment": Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(c) Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

(7) "Teacher": Any person who holds a teacher's license as provided in ORS 342.125.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & ORS 342.175 – ORS 342.190

Hist.: TS 5-1979, f. 12-29-79, ef. 1-1-80; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 8-1998, f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99

584-020-0010

The Competent Educator

The teacher or administrator demonstrates a commitment to:

(1) Recognize the worth and dignity of all persons;

(2) Encourage scholarship;

(3) Promote democratic citizenship;

(4) Raise educational standards; and

(5) Use professional judgment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80

584-020-0015

Curriculum and Instruction

(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

(2) The competent teacher demonstrates:

(a) Use of state and district adopted curriculum and goals;

(b) Skill in setting instructional goals and objectives expressed as learning outcomes;

(c) Use of current subject matter appropriate to the individual needs of students;

(d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and

(e) Skill in the selection and use of teaching techniques conducive to student learning.

(3) The competent administrator demonstrates:

(a) Skill in assisting individual staff members to become more competent teachers by complying with state law, rules, and lawful and reasonable district policy and contracts;

(b) Knowledge of curriculum and instruction appropriate to assignment;

(c) Skill in implementing instructional programs through adequate communication with staff; and

(d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

584-020-0020

Supervision and Evaluation

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

- (a) Ways to assess progress of individual students;
- (b) Skill in the use of assessment data to assist individual student growth;
- (c) Procedures for evaluating curriculum and instructional goals and practices; and
- (d) Skill in the supervision of students.

(3) The competent administrator demonstrates:

- (a) Skill in the use of assessment data to provide effective instructional programs;
- (b) Skill in the implementation of the district's student evaluation program;
- (c) Skill in providing equal opportunity for all students and staff; and
- (d) Skill in the use of employee techniques appropriate to the assignment and according to well established standards which insure due process for the staff being evaluated.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

584-020-0025

Management Skills

(1) The competent educator is a person who understands students and is able to relate to them in constructive ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.

(2) The competent teacher demonstrates skills in:

- (a) Establishing and maintaining classroom management that is conducive to learning;
- (b) Using and maintaining district property, equipment, and materials appropriately;
- (c) Using and maintaining student records as required by district policies and procedures;
- (d) Using district and school business and financial procedures; and
- (e) Using district lawful and reasonable rules and regulations.

(3) The competent administrator demonstrates:

- (a) Skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements; and
- (b) Skills in planning and staff utilization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

584-020-0030

Human Relations and Communications

(1) The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as

community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.

(2) The competent teacher demonstrates:

- (a) Willingness to be flexible in cooperatively working with others; and
- (b) Skill in communicating with students, staff, parents, and other patrons.

(3) The competent administrator demonstrates:

- (a) Skill in helping students, staff, parents, and other patrons to learn about the school and its program;
- (b) Skills in communicating district and school goals to staff and public;
- (c) Willingness to be flexible in cooperatively working with others; and
- (d) Skill in reconciling conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80

584-020-0035

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

(1) The ethical educator, in fulfilling obligations to the student, will:

- (a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
- (b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
- (c) Maintain an appropriate professional student-teacher relationship by:
 - (A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - (B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - (C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator.

(2) The ethical educator, in fulfilling obligations to the district, will:

- (a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
- (b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
- (c) Strive for continued improvement and professional growth;
- (d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
- (e) Not use the district's or school's name, property, or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

(3) The ethical educator, in fulfilling obligations to the profession, will:

- (a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
- (b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
- (c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 7-1989, f. & cert. ef. 12-13-89; TSPC 8-1998, f. & cert. ef. 12-9-98

584-020-0040

Grounds for Denial, Suspension, or Revocation of License, or Other Disciplinary Action

(1) The Commission shall deny a license or registration to an applicant or revoke the license or registration of an educator who, has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if convicted in another jurisdiction or convicted of attempt to commit such crimes as defined in ORS 161.405. Evaluation of crimes shall be based on Oregon laws in effect at the time of the conviction, regardless of the jurisdiction in which the conviction occurred.

The crimes listed in ORS 342.143 are:

- (a) ORS 163.095 -- Aggravated Murder;
- (b) ORS 163.115 -- Murder;
- (c) ORS 163.185 -- Assault in the First Degree;
- (d) ORS 163.235 -- Kidnapping in the First Degree;
- (e) ORS 163.355 -- Rape in the Third Degree;
- (f) ORS 163.365 -- Rape in the Second Degree;
- (g) ORS 163.375 -- Rape in the First Degree;
- (h) ORS 163.385 -- Sodomy in the Third Degree;
- (i) ORS 163.395 -- Sodomy in the Second Degree;
- (j) ORS 163.405 -- Sodomy in the First Degree;
- (k) ORS 163.408 -- Unlawful Sexual Penetration in the Second Degree;
- (l) ORS 163.411 -- Unlawful Sexual Penetration in the First Degree;
- (m) ORS 163.415 -- Sexual Abuse in the Third Degree;
- (n) ORS 163.425 -- Sexual Abuse in the Second Degree;
- (o) ORS 163.427 -- Sexual Abuse in the First Degree;
- (p) ORS 163.435 -- Contributing to the Sexual Delinquency of a Minor;
- (q) ORS 163.445 -- Sexual Misconduct;
- (r) ORS 163.465 -- Public Indecency;
- (s) ORS 163.515 -- Bigamy;
- (t) ORS 163.525 -- Incest;
- (u) ORS 163.547 -- Child Neglect in the First Degree;
- (v) ORS 163.575 -- Endangering the Welfare of a Minor;
- (w) ORS 163.670 -- Using Child in Display of Sexually Explicit Conduct;
- (x) ORS 163.675 -- Sale or Exhibition of Visual Reproduction of Sexual Conduct by Child;
- (y) ORS 163.680 -- Paying for Viewing Sexual Conduct Involving a Child;
- (z) ORS 163.684 -- Encouraging Child Sexual Abuse in the First Degree;
- (aa) ORS 163.686 -- Encouraging Child Sexual Abuse in the Second Degree;
- (bb) ORS 163.687 -- Encouraging Child Sexual Abuse in the Third Degree;
- (cc) ORS 163.688 -- Possession of Materials Depicting Sexually Explicit Conduct of a Child in the First Degree;
- (dd) ORS 163.689 -- Possession of Materials Depicting Sexually Explicit Conduct of a Child in the Second Degree;
- (ee) ORS 164.325 -- Arson in the First Degree;
- (ff) ORS 164.415 -- Robbery in the First Degree;
- (gg) ORS 166.005 -- Treason;
- (hh) ORS 166.087 -- Abuse of a Corpse in the First Degree;
- (ii) ORS 167.007 -- Prostitution;
- (jj) ORS 167.012 -- Promoting Prostitution;
- (kk) ORS 167.017 -- Compelling Prostitution;

- (ll) ORS 167.062 -- Sadoomasochistic Abuse for Sexual Conduct in a Live Show;
 - (mm) ORS 167.065 -- Furnishing Obscene Materials to Minors;
 - (nn) ORS 167.070 -- Sending Obscene Materials to Minors;
 - (oo) ORS 167.075 -- Exhibiting an Obscene Performance to a Minor;
 - (pp) ORS 167.080 -- Displaying Obscene Materials to Minors;
 - (qq) ORS 167.087 -- Disseminating Obscene Materials ;
 - (rr) ORS 167.090 -- Publicly Displaying Nudity or Sex for Advertising Purposes;
 - (ss) ORS 475.995 -- Distribution of Controlled Substances to Minors;
 - (tt) ORS 475.999 -- Manufacture or Delivery of Controlled Substance to Minor or Student within 1,000 Feet of School.
- (2) An applicant fails to meet the requirement of ORS 342.143 "good moral character" if the applicant engages in gross neglect of duty, gross misconduct, or other acts which are in violation of sections (1) or (3) of this rule.
- (3) The Commission may initiate proceedings to suspend or revoke the license or registration of an educator under ORS 342.175 or deny a license or registration to an applicant under ORS 342.143 who:
- (a) Has been convicted of a crime not listed in section (1) of this rule, if the Commission finds that the nature of the act or acts constituting the crime for which the educator was convicted render the educator unfit to hold a license;
 - (b) Is charged with knowingly making any false statement in the application for a license;
 - (c) Is charged with gross neglect of duty; and
 - (d) Is charged with gross unfitness.
- (4) Gross neglect of duty is any serious and material inattention to or breach of professional responsibilities. The following may be admissible as evidence of gross neglect of duty. Consideration may include but is not limited to:
- (a) Knowing and substantial unauthorized use of: school name or financial credit; school materials or equipment for personal purposes; or school personnel to provide personal services unrelated to school business;
 - (b) Knowing and substantial unauthorized use of employment time or school resources for private purposes;
 - (c) Knowing falsification of any document or knowing misrepresentation directly related to licensure, employment, or professional duties;
 - (d) Unreasonable physical force against students, fellow employees, or visitors to the school, except as permitted under ORS 339.250;
 - (e) Violent or destructive behavior on school premises or at a school-sponsored activity;
 - (f) Any sexual conduct with a student;
 - (g) Appearing on duty or at any district-sponsored activity while under the influence of alcohol or any controlled substance;
 - (h) Unauthorized disclosure of student records information received in confidence by the educator under a statutory privilege;
 - (i) Deliberately assigning an educator in violation of licensure requirements;
 - (j) Resignation from a contract in violation of ORS 342.553;
 - (k) Knowing violation of any order or rule of the Commission;
 - (l) Sexual harassment;
 - (m) Knowing and willful failure of a chief administrator to report a violation of Commission standards as required by OAR 584-020-0041;
 - (n) Substantial deviation from professional standards of competency set forth in OAR 584-020-0010 through 584-020-0030;
 - (o) Substantial deviation from professional standards of ethics set forth in OAR 584-020-0035; and

(p) Subject to the exercise of any legal right or privilege, failure or refusal by an educator under investigation to respond to requests for information, to furnish documents or to participate in interviews with a Commission representative relating to a Commission investigation.

(q) Knowing and unauthorized use of school computer equipment to receive, store, produce or send sexually explicit materials.

(5) Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours and off school premises when such conduct bears a demonstrable relationship to the educator's ability to fulfill professional responsibilities effectively. The following may be admissible as evidence of gross unfitness. Consideration may include but is not limited to:

(a) Revocation, suspension or denial of a license by another state for reasons and through procedures that are the same as, or substantially equivalent to, those permitting similar action in Oregon;

(b) Fraud or misrepresentation;

(c) Conviction of violating any federal, state, or local law. A conviction includes any final judgment of conviction by a court whether as the result of guilty plea, no contest plea or any other means.

(d) Commission of an act listed in OAR 584-020-0040(1);

(e) Admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; and

(f) Violation of a term of probation imposed by a court.

(6) In any proceeding brought under subsection (4)(h) of this rule, the Commission may not impose a sanction more severe than a suspension of the educator's license. In any proceeding brought under subsection (4)(j) of this rule, the Commission may not impose a sanction more severe than suspension of the educator's license for the remainder of the school year.

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1993, f. & cert. ef. 9-29-93; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 8-1998 f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 6-1999(Temp), f. & cert. ef. 9-20-99 thru 3-17-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 4-2000, f. & cert. ef. 7-17-00

584-020-0041

Reporting Requirements

(1) For purposes of this rule, "chief administrator" means the superintendent, head teacher or person designated by a school district board as district school clerk under ORS 332.515 of a common school district, union high school district or education service district; the director or chief administrative officer of the Oregon School for the Deaf and the Oregon School for the Blind; or the director or chief administrative officer of a private elementary or secondary school under ORS 345.505 to 345.585, regardless of whether the school is registered as a private school with the Department of Education.

(2) A chief administrator shall report to the Executive Director within 30 days the name of any person holding a teaching license or registration or participating in a practicum under OAR 584-017-0180, 584-017-0280, 584-017-0370, 584-017-0460, or 584-017-0465 when after appropriate investigation the chief administrator reasonably believes the person may have committed any act which may constitute one of the designated acts of gross neglect of duty under OAR 584-020-0040(4), subsections (a) to (i), (l), (m) or (q) or one of the designated acts of gross unfitness listed under OAR 584-020-0040(5), subsections (a) to (e).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 – ORS 342.190

Hist.: TS 4-1993, f. & cert. ef. 9-29-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f.

& cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 1-2001, f. & cert. ef. 1-17-01

584-020-0045

Factors for Imposing Disciplinary Sanctions

The Commission may consider one or more of the following factors, as it deems appropriate, in its determination of what sanction or sanctions, if any, should be imposed upon a finding that an educator has violated any standard set forth in OAR 584-020-0040:

- (1) If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents.
- (2) The likelihood of a recurrence of the misconduct or violation.
- (3) The educator's past performance.
- (4) The extent, severity, and imminence of any danger to students, other educators, or the public.
- (5) If the misconduct was open and notorious or had negative effects on the public image of the school.
- (6) The educator's state of mind at the time of the misconduct and afterwards.
- (7) The danger that students will imitate the educator's behavior or use it as a model.
- (8) The age and level of maturity of the students served by the educator.
- (9) Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary sanction.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83

Administrative Salary Schedule
(Effective 7/1/10-6/30/11)

Below is the current salary schedule for district administrators. This schedule does not include the position of business manager, transportation director, and human resources director. Also, the schedule does not reflect the fact that administrators/directors/confidential have not received an increase for three years because of budget shortfalls.

The premise, however, is that there are three levels of administrator salary (Entry, Proficient, Distinguished). The schedule provides for a possible total of 4.5% increase based on the following criteria:

| | | | | | |
|---|--|--|--|--|--|
| CRITERIA FOR SALARY INCREASE ABOVE PROFICIENT FOR 2010-2011: | | | | | |
| * 4.5% difference between proficient and distinguished. Concept for criteria for movement as follows: | | | | | |
| 1. Three areas at 1.5% each | | | | | |
| a. Educational Attainment: Standard or Continuing License = 1.5% | | | | | |
| b. Personal Goal Attainment: (approved by Directors and at least one peer) = 1.5% | | | | | |
| c. School or Program Goal Attainment: (approved by Directors and at least one peer) = 1.5% | | | | | |
| (Directors' goals approved by peers and at least one supervisor and/or principal) | | | | | |
| | | | | | |
| 2. Achievement of significant value supercedes all of the above criteria and results in | | | | | |
| a 4.5% increase (i.e. for Principals - attained Excellent rating on School Report Card or State top | | | | | |
| level academic achievement) | | | | | |
| | | | | | |
| 3. Work to continue on developing a matrix based in the Crook County Administration | | | | | |
| Evaluation Handbook covering core elements of effective leadership | | | | | |

Although the process has been in writing for approximately four years, the district has not implemented the incentive portion due to budget constraints.

Salaries for administrators are listed on the next page.

To fully implement, salaries for business managers, transportation director and various confidential would need to be determined.

| Position | # Days | 2010-2011 | | Distinguished | |
|--|--------|-----------|------------|---------------|--|
| | | Entry | Proficient | | |
| High School Principal | 225 | \$95,358 | \$98,817 | \$103,263 | |
| High School Assist Principal (inc Pioneer Sec) | 215 | \$80,473 | \$83,391 | \$87,144 | |
| High School Athletic Director & Assist. Princ. | 215 | \$71,640 | \$74,238 | \$77,579 | |
| Middle School Principal | 225 | \$88,319 | \$91,522 | \$95,641 | |
| Middle School Assist Principal | 215 | \$71,640 | \$74,238 | \$77,579 | |
| Elementary School Principal | 220 | \$82,344 | \$84,069 | \$89,170 | |
| Curriculum Director Special Ed Director | 225 | \$84,687 | \$87,759 | \$91,708 | |
| Curriculum Dir & Special Ed Dir receive add'l Stipend | | | | \$7,944 | |
| Administrative Intern (Teacher on Special Assignment-TOSA) Based on Teacher Salary Schedule plus 10 days) | | | | | |