A. Building

DOMAIN 1: PLANNING AND DECISION MAKING				
Component 1a: Quality and process of decision making				
Ineffective Administrator repeatedly	Minimally Effective Administrator occasionally	Effective Administrator makes good	Highly Effective Administrator displays	Not Applicable
makes poor decisions; does not involve stakeholders in decision making process when applicable.	makes poor decisions; stakeholders have limited involvement in decision making process.	decisions; involves stakeholders in decision making process when applicable.	outstanding judgment in decision making; always involves stakeholders when applicable.	
Component 1b: Monitors programs	and supervises instruction	nal practice and delivery (of district approved curric	ulum/
Administrator does not monitor or supervise curriculum/program delivery.	Administrator occasionally monitors and supervises curriculum/program; occasionally uses assessments to supervise delivery of curriculum/program.	Administrator regularly monitors and supervises curriculum/program; uses assessments to evaluate and improve delivery of district approved curriculum/program.	Administrator consistently monitors and supervises curriculum/program; uses assessments to evaluate and improve delivery of district approved curriculum/program.	
Component 1c: Uses da	ta to inform instruction/p	rogram planning		
Administrator ignores data to make decisions regarding instruction/program.	Administrator occasionally uses data to make decisions regarding instruction/program.	Administrator occasionally uses a variety of assessments to make decisions regarding instruction/program. Data is used at the school level to increase student achievement.	Administrator effectively uses state assessments, quarterly assessments, and common assessments to make decisions regarding instruction/program. Data is used at the student level to increase student	
achievement. achievement.				
Comments/Evidence:				

Component 1d: Facilitates the school/department improvement process using current trends, i.e. NCA, MStep, NWEA, Title 1, Frameworks and strategic planning

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Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator makes no	Administrator attempts to	Administrator continually	Administrator actively	
attempt to participate in	be involved in the	strives for	engages staff in the	
the school/department	school/department	school/department	school/department	
improvement process.	improvement process but	improvement by fully	improvement process,	
	little emphasis is placed on	implementing all selected	emphasizing the use of	
	the importance of achieving	goals and strategies.	current trends to meet	
	improvement goals.		achievement goals.	
			Evidence of improvement is	
			documented.	
Component 1e: Provide	es effective staff developm	nent		
Administrator does not	Administrator rarely	Administrator ganarally	Administrator consistantly	
provide effective staff	provides effective staff	Administrator generally provides effective staff	Administrator consistently coordinates effective staff	
development activities.	development activities.	development activities.	development activities.	
development activities.	development activities.	The administrator	The administrator	
		occasionally facilitates staff	consistently shares	
		development activities.	professional expertise and	
		development detrittes.	facilitates staff develop-	
			ment activities.	
				<u> </u>
Comments/Evidence:				

DOMAIN 2: SCHOOL/WORK ENVIRONMENT

Component 2a: Creates a student-centered learning environment

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator ignores academic and social needs of students/participants.	Administrator is aware of academic and social needs of students/participants.	Administrator encourages an environment in which students'/participants' academic and social needs are met.	Administrator establishes environment in which students'/participants' academic and social needs are met.	
			Students/participants are positively challenged.	
Component 2b: Creates an environment of respect and rapport				

Administrator's relationships with employees and colleagues are negative and self-serving. Conflict, sarcasm, criticism, and negative behavior are frequent problems.	Administrator's relationships with employees and colleagues are cordial but inconsistent. Conflict, criticism, and negative behavior are handled poorly.	Administrator's relationships with employees and colleagues are cooperative and friendly. Conflict, criticism and negative behavior are handled appropriately.	Administrator's relationships with employees and colleagues are consistently cooperative, supportive, and friendly. Conflict, criticism and negative behavior are addressed and resolved in a timely manner. There is ongoing evidence of
problems.			ongoing evidence of teamwork and a willingness
			to help.

Component 2c: Maintains a safe and orderly school/work environment

Administrator makes little	Administrator makes some	Administrator makes regular	Administrator maximizes
or no attempt to provide	attempts to provide safe	attempts to provide safe	the effort to insure safe
safe conditions in the	conditions in the	conditions in the	conditions in the
school/work environment.	school/work environment	school/work environment.	school/work environment.
	but is inconsistent in	The administrator	Safety is discussed with
	following safety rules and	demonstrates effective	stakeholders and evaluated
	regulations.	efforts to control and	throughout the school year.
		communicate safety issues.	

Comments/Evidence:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

Component 3a: Develops relationships with colleagues and community organizations

Component 3a: Develop	os relationsnips with collea	agues and community orga	anizations	
Ineffective Administrator makes little or no effort to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator demonstrates an unresponsive attitude when working with people	Minimally Effective Administrator makes some effort to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator occasionally demonstrates an unresponsive attitude when working with people outside	Effective Administrator makes frequent efforts to establish a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator demonstrates a polite, respectful, and responsive attitude when working with	Administrator makes exceptional efforts to establish and maintain a positive relationship with the district's business partners, colleagues, and/or the community at large. The administrator is always polite, respectful, and responsive when working with people outside their	Not Applicable
outside their responsibility area. Component 3b: Evaluat	their responsibility area. es faculty and staff	people outside their responsibility area.	responsibility area.	
Administrator fails to evaluate staff in a timely manner. Deadlines are not met and paperwork is not completed.	Administrator makes an effort to evaluate staff in a timely manner. Occasionally deadlines are missed and paperwork is not completed.	Administrator evaluates staff in a timely manner. Deadlines are met and paperwork is completed.	Administrator consistently evaluates staff in a timely and thorough manner. Administrator is able to use appraisal process as a way to improve job performance. Administrator assumes role of instructional leader with staff.	
Component 3c: Manage	s fiscal matters within bud	dget allocations		
Administrator makes no attempt at managing building/department budget.	Administrator does not stay within their allocation and communication with business office is sporadic and untimely.	Administrator monitors and stays within their budget allocation and proactively informs business office of any potential problem areas.	Administrator successfully manages building/department budget and stays within their allocations. Regularly investigates, seeks sources for supplemental funding.	

Component 3d: Participates in school and district projects and committees

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

Comments/Evidence:		

DOMAIN 4: PROFESSIONAL PRACTICE Component 4a: Provides accurate and timely reports and paperwork Effective Ineffective Minimally Effective Highly Effective Not Applicable Administrator's reports are Administrator does not Administrator meets most Administrator submits meet reporting or assessment and reporting timely, accurate reports. thorough, timely, accurate, and a model for others. paperwork deadlines; deadlines; reports are reports are often accurate. incomplete or incorrect. Component 4b: Motivates employees to accomplish objectives Administrator is unable to Administrator has cordial Administrator is supportive Administrator's efforts to engage employees in and cooperative with motivate employees and relationships with relationships with employees but is unable to employees and is able to meeting the goals of the employees are negative. motivate employees. motivate employees to building and district are frequent and successful. accomplish objectives. Administrator is able to develop building/department leaders. Component 4c: Demonstrates professionalism and compliance with the district standards of ethical behavior Administrator rarely Administrator infrequently Administrator uses good Administrator effectively demonstrates uses good judgment in judgment in dealing with and consistently uses good dealing with confidential or confidential or controversial judgment when dealing with professionalism. The controversial school related confidential or controversial behaviors exhibited school related issues. The demonstrate insensitivity, issues. The behaviors behaviors exhibited school-related issues. The negativity, and disregard exhibited demonstrate demonstrate sensitivity, behaviors exhibited for the district standards teamwork, and support of limited support for the demonstrate compassion, of ethical behavior. district standards of ethical the district standards of commitment, and unreserved dedication to behavior. ethical behavior. the district.

Ineffective	Minimally Effective	Effective	Highly Effective	Not Applicable
Administrator does not engage in professional development or activities to enhance skills.	Administrator rarely engages in professional development or activities to enhance skills. Little or no effort is made to share knowledge with others.	Administrator is willing to work with others to improve the quality of the program s/he is responsible for. The administrator attends professional development activities.	Administrator regularly works with others to improve the quality of the program s/he is responsible for; seeks and incorporates personal growth through professional development	
			activities.	
Component 4e: Appropr	riately incorporates the use	e of technology in daily ac	tivities	
Administrator makes little or no attempt to incorporate the use of technology in daily activities.	Administrator has initiated the use of email and other limited technology.	Administrator utilizes technology to facilitate record keeping and communication.	Administrator effectively incorporates the use of technology in daily activities. Technology is used to enhance the overall effectiveness of the administrator. Administrator assists other staff members with the use of technology and provides training when possible.	
omments/Evidence:				
omments/ Evidence.				

B. Student Growth - Total number of teachers Number of teachers whose evaluations show Percentage of teachers with effective rate of		
C. Teacher Evaluations Number of teacher evaluations completed Overall quality of evaluations (including thor	oughness, methodology, consistency,	timelines, etc.)
D. School Improvement Plan Identify building school improvement goals a	nd describe programs implemented in	support of them
E. Student Attendance Average percentage of daily student attenda F. Student and Community Feedback	nce as of	
Formal reports/observations of feedback from survey results		
Overall Rating - Highly Effective Effective	Minimally Effective Ineffective_	Attendance Sick/Personal
Administrator's Signature		