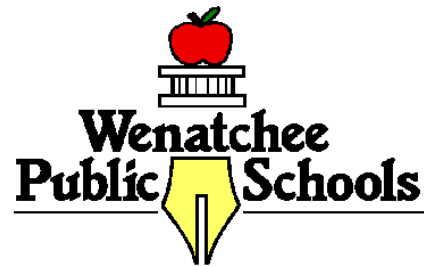


**Revised Criterion  
1,3,4,5,partial 6**



**Wenatchee School District  
Principal & Assistant Principal  
Evaluation Tool**

**COVER PAGE**

**Date:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Administrator:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Option 1** ☐ **Option 2** ☐ **Option 3** ☐

**Criterion #1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff:**

In the Wenatchee School District, school culture is reflective of the mission, vision, and collective commitment of each school. The focus is on data-driven decision making for continuous improvement. This is achieved through a trusting and collaborative environment.



- 1 Unsatisfactory** Consistently does not meet expected levels of performance
- 2 Basic** Occasionally meets expected levels of performance
- 3 Proficient** Consistently meets expected levels of performance
- 4 Distinguished** Consistently exceeds expected levels of performance

**copy & paste in front of rating**

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
<b>1.1 Continuous Improvement</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
There is little evidence of on-going improvement of learning and teaching. Improvement is not driven by the use of research-based continuous improvement strategies.	The school administrator promotes the on-going improvement of learning and teaching by implementing research-based continuous improvement strategies such as the Plan-Do-Study-Adjust cycle in the Continuous Improvement Planning Process.	The school administrator promotes the on-going improvement of learning and teaching by implementing research-based continuous improvement strategies such as the Plan-Do-Study-Adjust cycle, in a variety of ways, with teachers/teams.	The school administrator promotes the on-going improvement of learning and teaching with an intentional plan for modeling and ensuring the use of research-based continuous improvement strategies such as the Plan-Do-Study-Adjust cycle, in a variety of ways, with teachers/teams.	CIPP Plan CIPP Supportive Review 9 Characteristics Survey Collaboration Minutes Staff Meeting Minutes Student Study Team Minutes LIT Minutes Use of Formative Assessments Building CIPP Review Calendar	
<b>1.2 Trusting and collaborative environment</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator does little to promote equity, trust, and respect, among members of the school community. The administrator rarely provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community. The administrator seldom holds staff accountable for behaviors that undermine a trusting and collaborative environment.	The school administrator encourages equity, trust, and respect within the school community by providing limited opportunities for feedback, distributed leadership, and shared responsibility/decision-making. The administrator demonstrates a reluctance to hold staff accountable for behaviors that undermine a trusting and collaborative environment.	The school administrator models equity, trust, and respect within the school community by providing opportunities for collaboration, feedback, distributed leadership, and shared responsibility/decision-making. The administrator holds staff accountable for behaviors that undermine a trusting and collaborative environment.	The school administrator models equity, trust, and respect within the school community by providing opportunities for collaboration, and feedback and shared responsibility/decision-making. The administrator actively develops leadership capacity and holds staff accountable for behaviors that undermine a trusting and collaborative environment.	9 Characteristics Survey Meeting Minutes CIPP Plan Grievances PLC Professional Development Decision-making protocols Norms & Collective Commitments	
<b>1.3 Mission and vision focused on learning and teaching</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The mission and vision do not reflect an emphasis on learning and teaching and/or the school administrator does not use them to promote a culture of high expectations or improvement.	The mission and vision reflect an emphasis on learning and teaching and promote continuous improvement. The school's mission/vision are visible and included in school communications.	The mission and vision reflect high expectations for learning and teaching and promote continuous improvement. The school administrator maintains a focus on the school's mission/vision by ensuring they are visible, included in school communications, and incorporated in decision-making.	The mission and vision reflect high expectations for learning and teaching and promote continuous improvement. The school administrator maintains a focus on the school's mission/vision by ensuring they are visible, included in school communications, incorporated in decision-making, and used annually in evaluating the building's progress.	9 Characteristics Survey Observations Artifacts – Mission/Vision Meeting agendas/minutes Processes for developing/reviewing, mission/vision School communications	

1.4 Promoting data driven decision making						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator rarely uses data to guide decision-making related to learning and teaching.		The school administrator creates an environment where data is shared openly to guide decision-making related to learning and teaching.	The school administrator creates a results-oriented environment where data is shared openly to guide sound decision-making related to learning and teaching and evaluate the effectiveness of those decisions.	The school administrator creates a results-oriented environment where data is shared openly to guide sound decision-making related to learning and teaching as well as other appropriate areas and evaluate the effectiveness of those decisions. The administrator appropriately aligns resources to learning and teaching priorities based on data.	Observation-Collaboration CIPP Supportive Review Data Reports Budget reports CIPP Plan PRTI 9 Characteristics Staff assignment LIT Agendas/Minutes	
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16		

**Criterion #2: Providing for School Safety:** The Administrator ensures a safe school environment by communicating, implementing and evaluating a crisis action plan that meets all of the legal requirements. He/she takes pertinent preventative measures and ensures that appropriate discipline procedures are followed throughout the school.



**1 Unsatisfactory**  
Consistently does not meet expected levels of performance

**2 Basic**  
Occasionally meets expected levels of performance

**3 Proficient**  
Consistently meets expected levels of performance

**4 Distinguished**  
Consistently exceeds expected levels of performance

**✓ copy & paste in front of rating**

Unsatisfactory		Basic	Proficient	Distinguished	Evidence	Comments
2.1 Building and classroom discipline						
Unsatisfactory	Basic	Proficient	Distinguished			
The school administrator inconsistently applies all legal requirements and board policies related to student discipline. The administrator does not provide student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12).	The school administrator usually applies all legal requirements and board policies related to student discipline. The administrator provides initial student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors attendance and discipline data. The administrator periodically provides student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors and adjusts procedures based on data and employs building-wide strategies to reinforce positive student behavior. The administrator provides ongoing student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	Student Handbook Observation MYD Self-Assessments Training agendas/Sign-ins 9 Characteristics Survey		
2.2 Maintains a safe physical plant						
Unsatisfactory	Basic	Proficient	Distinguished			
The school administrator fails to maintain a safe working environment and physical plant.	The school administrator conducts annual safety inspections/meetings. Communicates potential hazards to the appropriate district personnel, when brought to his/her attention.	The school administrator ensures the physical plant is safe by conducting annual safety inspections/meetings and proactively identifying potential hazards. Identified safety hazards are communicated to the appropriate district personnel in a timely manner.	N/A	Safety Committee Agendas/Minutes		
2.3 Crisis Action Plan						
Unsatisfactory	Basic	Proficient	Distinguished			
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.	The school administrator usually meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is monitored.	The school administrator consistently meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness.	The school administrator consistently applies all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness. Procedural changes are made as necessary. The administrator is actively involved in influencing district/ state policies regarding school safety.	Safety Drill Summary Crisis Action Plan		
2.4 Prevention and training						
Unsatisfactory	Basic	Proficient	Distinguished			
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.	The school administrator meets the legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided.	The school administrator consistently meets all legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided and completed by staff.	The administrator provides high quality training, beyond what is required, which promotes a safe environment for students and staff. Building-wide open communication is evident, and allows for proactive identification and intervention of potential incidents.	Training Agendas/Sign Ins Safety Bulletin Boards Confirmation of online trainings		
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16		

**Criterion #3:** Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements: The school administrator utilizes data-driven collaborative processes to develop, implement, monitor, and adjust improvement plans to ensure improved learning for all students.



**1 Unsatisfactory**  
Consistently does not meet expected levels of performance

**2 Basic**  
Occasionally meets expected levels of performance

**3 Proficient**  
Consistently meets expected levels of performance

**4 Distinguished**  
Consistently exceeds expected levels of performance

**✓ copy & paste in front of rating**

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
<b>3.1 Collaboratively develops a school improvement plan based on data</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The school administrator demonstrates limited ability to use Continuous Improvement strategies and data in the development of the school improvement plan (CIPP).	The school administrator applies Continuous Improvement strategies and uses data in the development of the school improvement plan (CIPP).	The school administrator applies Continuous Improvement strategies and uses multiple sets of data in the collaborative development of the school improvement plan (CIPP).	The school administrator applies Continuous Improvement strategies and uses multiple sets of data in the collaborative development of the school improvement plan (CIPP). The CIPP includes both short-term and long-term goals.	CIPP Plan Data Reports SMART Goal Samples Observations/Collaboration LIT/Dept Heads Agendas/Minutes	
<b>3.2 Monitors implementation and effectiveness of the CIPP plan</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The school administrator rarely or never monitors the CIPP plan, does not use data for review, and doesn't adequately communicate plan results to the learning community.	The school administrator monitors and makes data-driven adjustments to CIPP plans. The administrator communicates the progress of CIPP plans to the LIT and ensures that staff follow the plans. Data is used to measure the effectiveness of the plans.	The school administrator regularly (i.e. 3-4 times a year) monitors and makes data-driven adjustments to CIPP plans. The administrator communicates the progress of CIPP plans and ensures that staff follow the plans. Data is used to measure the effectiveness of the plans.	The school administrator regularly (i.e. 3-4 times a year) monitors and makes data-driven adjustments to CIPP plans using a formal process. The administrator communicates the progress of CIPP plans to parents and staff and ensures staff follow the plans. Multiple student data elements are used to measure the effectiveness of the plans.	CIPP Supportive Review Data Reports 1 on 1 Reflections Agendas/Minutes CIPP formal review plan	
<b>3.3 Ensures alignment of the school improvement plan</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
There is no evidence of alignment between staff and building plans and/or building plans and district initiatives.	There is some evidence of alignment between staff and building plans and/or building plans and district initiatives.	There is clear alignment between staff, building, and district initiatives. The alignment includes goals, strategies and action steps.	N/A	CIPP Plans (Staff plans to Building plans to District Initiatives) LIT Agendas	
<b>3.4 Supports implementation of CIPP plan</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The school administrator does not provide adequate opportunities for professional development activities or the professional development is not aligned to school improvement plan (CIPP) or based on staff input and data. Resources are not adequately provided to carry out the CIPP plan.	The school administrator supports the implementation of the CIPP plan by providing limited professional development and other resources (budget, time, and materials) that align with strategies and action steps. Professional development does not always align to the strategies and action steps.	The school administrator supports the implementation of the CIPP plan by providing professional development and other resources (budget, time, and materials) that align with strategies and action steps.	The school administrator supports the implementation of the CIPP plan by providing differentiated professional development and other resources (budget, time, and materials) that align with strategies and action steps. The administrator actively solicits feedback on the types of support needed.	Professional Development Calendar CIPP Plans Observations 9 Characteristics	
<b>Overall Rating</b>	<b>4 - 6</b>	<b>7 - 10</b>	<b>11 - 14</b>	<b>15 - 16</b>	

**Criterion #4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district**

**learning goals:** Assists staff in addressing state and local learning goals through the promotion of staff collaboration, professional development, effective assessment, district adopted materials, and curriculum and instructional practices



- 1 Unsatisfactory** Consistently does not meet expected levels of performance
- 2 Basic** Occasionally meets expected levels of performance
- 3 Proficient** Consistently meets expected levels of performance
- 4 Distinguished** Consistently exceeds expected levels of performance

**✓ copy & paste in front of rating**

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
<b>4.1 Focus on state and district standards</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The school administrator does not access their group evaluation standards. The administrator does not monitor the use of the standards.	The administrator knows how to access the standards for their evaluation group but inconsistently and infrequently monitors the use of the standards.	The administrator accesses the content standards for their evaluation group. Through various means such as observation conferences and attendance at collaboration meetings the administrator maintains a focus on the use of the standards.	The administrator accesses the content standards for their evaluation group. Through various means such as observation conferences and attendance at collaboration meetings the administrator maintains a focus on the use of the standards. The administrator guides staff in using assessments aligned to the standards to improve student achievement.	Reflection Agendas Trainings aligned to initiatives Observation Notes Collaboration Agendas & Minutes	
<b>4.2 Supports staff through professional development focused on state, district, and building learning goals</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator does not monitor staff attendance at required district training and rarely provides access to professional development that supports building/district/state goals and initiatives.	The administrator monitors staff attendance at required district training. The administrator provides limited professional development opportunities that support building/district/state goals and initiatives.	The administrator monitors staff attendance at required district training and takes appropriate action. The administrator provides a variety of professional development opportunities that support building/district/state goals and initiatives.	The administrator monitors staff attendance at required district training and takes appropriate action. Based on data analysis/needs assessment, the administrator provides access to quality professional development that supports building/district/state goals and initiatives.	Professional Development Calendar Sign-Ins CIPP Plans Self-Reflection/Assessment	
<b>4.3 Focus on the implementation of formative and summative assessments</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator demonstrates a pattern of not meeting timelines in the administration of assessments and data entry. The administrator does little to assist staff in the development and implementation of effective formative assessments that evaluate student progress toward district/state standards.	The administrator facilitates required district and state assessments (i.e. NWEA, MSP, DBA's, etc) and sometimes monitors staff data entry according to established timelines. The administrator encourages but does not set clear expectations for staff in the development and implementation of effective formative assessments that evaluate student progress toward district/state standards.	The administrator facilitates required district and state assessments (i.e. NWEA, MSP, DBA's, etc) and routinely monitors staff data entry according to established timelines. The administrator directs staff in the development and implementation of effective formative assessments that evaluate student progress toward district/state standards.	The administrator facilitates required district and state assessments (i.e. NWEA, MSP, DBA's, etc) and routinely monitors staff data entry according to established timelines. The administrator directs staff in the development and implementation of effective formative assessments that evaluate student progress toward district/state standards. He/she demonstrates instructional leadership by providing training or the sharing of best practices relating to assessments with staff or other administrators in the district.	Teacher work samples Observations of collaboration Training Agendas Data Reports PRTI Model	

4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning						
Unsatisfactory		Basic	Proficient	Distinguished		
The administrator has a little understanding of Professional Learning Communities and does little to focus collaboration work on improving student achievement of state and district learning goals. The administrator rarely attends and participates in collaboration meetings.		The administrator has a basic understanding of Professional Learning Communities and sometimes helps focus collaboration work on improving student achievement of state and district learning goals. The administrator regularly attends collaboration meetings.	The administrator is knowledgeable about Professional Learning Communities and focuses collaboration work on improving student achievement of state and district learning goals using the four PLC questions. The administrator regularly attends and participates in collaboration meetings.	The administrator has a comprehensive knowledge about Professional Learning Communities and focuses collaboration work on improving student achievement of state and district learning goals using the four PLC questions. The administrator regularly attends and participates in collaboration meetings. The administrator employs a variety of strategies to assist teams in their PLC development (i.e. additional training, self assessments, extra time and support).	PLC Artifacts Observations of collaboration Participation/Presentation Leadership Academy Agendas/Minutes Reflection	
Unsatisfactory		Basic	Proficient	Distinguished	Evidence	Comments
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16		

**Criterion #5: Monitoring, assisting and evaluating effective instruction and assessment practices:** The school administrator continuously ensures use of District adopted curriculum, the instructional model, and improvement plans while using data to evaluate effective instructional practices.



- 1 Unsatisfactory**  
Consistently does not meet expected levels of performance
- 2 Basic**  
Occasionally meets expected levels of performance
- 3 Proficient**  
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- 4 Distinguished**  
Consistently exceeds expected levels of performance

**✓ copy & paste in front of rating**

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
<b>5.1 Promotes and monitors use of adopted curriculum</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator rarely monitors and seldom holds staff accountable for use of district curriculum, materials, and pacing guides.	The administrator inconsistently monitors and holds staff accountable for the appropriate and effective use of district curriculum, materials, and pacing guides.	The administrator monitors and holds staff accountable for the appropriate and effective use of district curriculum, materials and pacing guides.	The administrator routinely monitors and holds staff accountable for the appropriate and effective use of district curriculum, materials and pacing guides, and provides professional development opportunities in support of district curriculum and materials, beyond district requirements.	Professional Development Calendar Training/Staff meeting Agendas Data Reports Needs Assessment Observation Notes Assessment data entry reports Collaboration notes Teacher planning documents	
<b>5.2 Uses a variety of methods for gathering observational data</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator does not meet the minimum observational requirements.	The administrator uses the formal observation process and limited use of informal methods and tools.	The administrator uses both formal and informal observation methods and uses tools that support district identified best practices.	The administrator uses both formal and informal observation methods and uses tools that support district identified best practices. Observation data is collected regularly and in a variety of ways to support observational feedback.	Observation Notes 1 on 1 Self Reflection Self-Assessment Observation/Accountability System	
<b>5.3 Uses a variety of data to monitor and assist instructional practices</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator seldom uses data for building wide instructional decisions, and does not promote staff use of formative and summative data.	The administrator uses limited data for building-wide instructional decisions, and is not consistent in promoting staff use of formative and summative data when making instructional decisions.	The administrator uses appropriate data for building-wide instructional decisions and promotes staff use of formative and summative data to make instructional decisions and improve practices.	The administrator uses varied, comprehensive data for building-wide instructional decisions, and constantly promotes staff use of formative and summative data to make instructional decisions and improve practices.	Artifacts Observation Data gathering forms Feedback forms Intervention summaries Professional development Collaboration minutes Data analysis protocols	



<b>5.4 Uses the District evaluation process to provide staff with assistance and feedback to improve instruction</b>						
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
	The administrator rarely uses the WSD evaluation process to support staff growth or the probation/non-renewal process. Feedback is generalized but often does not align to the instructional framework nor the evaluation tool. The administrator seldom addresses underperforming employees through the evaluation process.	The administrator follows the WSD evaluation process, meets evaluation timelines and follows the probation/non-renewal process. Feedback is provided to staff that is generalized but aligned to the instructional framework and evaluation tool.	The administrator uses the WSD evaluation process according to established timelines in order to support and initiate staff growth and the probation/non-renewal process. Specific, meaningful feedback aligned to the instructional framework and evaluation tool is provided to staff in a variety of ways. The administrator's evaluations accurately reflect employee performance and growth plans are provided when appropriate.	The administrator uses the WSD evaluation process according to established timelines to support and initiate staff growth and the probation /non-renewal process. The administrator engages staff in self-reflection and provides specific, meaningful feedback aligned to the instructional framework and evaluation tool in multiple ways. The administrator's evaluations accurately reflect employee performance, comprehensive growth plans are provided when appropriate, and the administrator regularly monitors progress on the plan.	Observation Data Data Reports Teacher work Samples	
<b>Overall Rating</b>	<b>4 - 6</b>	<b>7 - 10</b>	<b>11 - 14</b>	<b>15 - 16</b>		

**Criterion #6: Managing both staff and fiscal resources to support student achievement and legal responsibilities:** The administrator demonstrates a working knowledge of all federal and state regulations related to the operation of public schools and effectively manages human, building and fiscal resources to facilitate student learning.



**1 Unsatisfactory**  
Consistently does not meet expected levels of performance

**2 Basic**  
Occasionally meets expected levels of performance

**3 Proficient**  
Consistently meets expected levels of performance

**4 Distinguished**  
Consistently exceeds expected levels of performance

**✓ copy & paste in front of rating**

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
<b>6.1 Effectively manages Human Resources</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator inconsistently follows WSD required hiring processes to hire qualified applicants. The administrator does not meet hiring requirements as outlined by Human Resources and collective bargaining agreements.	The administrator follows WSD required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.	The administrator actively recruits candidates and follows WSD required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements. The administrator adjusts the master schedule to meet building/student needs.	The administrator uses effective practices to actively recruit candidates and follows WSD required hiring processes to hire the most qualified applicants to meet specific building needs. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements. The administrator adjusts the master schedule and strategically places staff to meet building/student needs.	HR Feedback Self-Reflection 1 on 1 Questions Collaborative hiring practice Evidence of hiring practices Master schedule Intervention schedule	
<b>6.2 Effectively manages school resources and budget</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
There is little evidence that building resources are maintained or financial resources are allocated to meet student/teacher needs. The administrator demonstrates a pattern of mismanagement of school resources. The administrator fails to follow district policies and timelines and seldom implements recommendations from the business and finance department.	There is some evidence that building resources are maintained or financial resources are allocated to meet student/teacher needs. The administrator has a limited knowledge of school budget and accounting procedures. The administrator generally follows district policies and timelines and accesses the business and finance department as a resource when directed.	The administrator ensures that building resources are maintained and allocates financial resources for student/teacher needs. The administrator has a working knowledge of school budget, accounting procedures, and communicates clear processes for budget allocation to staff. The administrator follows district policies and timelines and accesses the business and finance department as a resource when needed.	The administrator ensures building resources are well maintained and there is a strategic allocation (i.e. carryover plan for large expenditures) of the budget to meet instructional goals and student /teacher needs. The administrator has a working knowledge of school budget, accounting procedures, and communicates clear processes for budget allocation to staff. He/she follows district policies and timelines and accesses the business and finance department as a resource when needed. He/she seeks alternative funding sources.	School Budget Overview of budgeting process and expenditures LIT Minutes Self-Reflection CIPP plans and supportive reviews Grants	
<b>6.3 Legal and Ethical Practice</b>					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
The administrator has little or no knowledge of district, state, and federal requirements and rarely follows those requirements. The administrator seldom involves appropriate personnel in resolving legal/ethical issues.	The administrator has a basic knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that usually fulfills legal and contractual obligations. The administrator sometimes involves appropriate personnel in resolving legal/ethical issues.	The administrator has a working knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that fulfills legal and contractual obligations. The administrator involves appropriate personnel in resolving legal/ethical issues.	The administrator has a clear and comprehensive knowledge of district, state, and federal policies, procedures, and regulations and applies them ethically and wisely, in a manner that fulfills legal and contractual obligations. The administrator anticipates potential legal/ethical issues and involves appropriate personnel in a proactive resolution process.	Bus/Fin Feedback HR Feedback Student Services Feedback Artifacts	
<b>Overall Rating</b>	<b>3 - 4</b>	<b>5 - 7</b>	<b>8 - 10</b>	<b>11 - 12</b>	

**Criterion #7: Partnering with the school community to promote student learning:** The administrator effectively communicates with all stakeholders in order to foster positive relationships within the school community.



**1 Unsatisfactory**  
Consistently does not meet expected levels of performance

**2 Basic**  
Occasionally meets expected levels of performance

**3 Proficient**  
Consistently meets expected levels of performance

**4 Distinguished**  
Consistently exceeds expected levels of performance

**✓ copy & paste in front of rating**

Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
<b>7.1 Frequent and effective communication with parents and community.</b>					
<b>Unsatisfactory</b> The administrator seldom communicates with parents and community. Communication is untimely, irregular and haphazard and does nothing to promote a positive school image.	<b>Basic</b> The administrator uses minimal methods to promote timely communication with parents regarding school/district events and student progress. Communication does little to promote a positive school image	<b>Proficient</b> The administrator uses a variety of effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community. Communication actively promotes a positive school image with parents and includes school/district events, parent education, student progress, etc.	<b>Distinguished</b> The administrator uses a variety of highly effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community and is reciprocal, when appropriate. Communication actively promotes a positive school image with parents and the community and includes school/district events, parent education, student progress, etc.	Artifacts Newsletters Website 9 Characteristics Survey Parent Education Efforts Sample Communication Methods	
<b>7.2 Builds positive and collaborative collegial relationships.</b>					
<b>Unsatisfactory</b> The administrator rarely engages actively in district meetings and district-wide projects. The school administrator rarely demonstrates open and timely communication with colleagues.	<b>Basic</b> The administrator is sometimes an active and cooperative participant in district meetings, participates in district-wide projects when asked, and usually demonstrates open and timely communication with colleagues.	<b>Proficient</b> The administrator is an active and cooperative participant in district meetings, volunteers for district-wide projects, and consistently demonstrates open and timely communication with colleagues.	<b>Distinguished</b> The administrator is a district leader in promoting and enhancing collegial working relationships through timely communication, mentoring, sharing best practices and volunteering for projects in support of their colleagues.	Attendance & participation at District Meetings Participation on District Level Committees Sharing Best Practices Mentoring	
<b>7.3 Promotes positive and collaborative staff relationships.</b>					
<b>Unsatisfactory</b> The school administrator rarely builds or maintains a positive, collaborative relationship with and among staff. The administrator demonstrates ineffective communication skills and rarely uses perception data to foster collaborative relationships.	<b>Basic</b> The school administrator is working towards building positive, collaborative relationships with and between staff. The administrator communicates effectively at times and is aware of perception data, but does not consistently use it to make positive changes.	<b>Proficient</b> The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, and modeling active listening. The administrator uses effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.	<b>Distinguished</b> The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, modeling active listening, and being open to constructive criticism. The administrator uses highly effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.	9 Characteristics Survey 9 Characteristics Plan Observation of Collaboration	

<b>7.4 Understands community dynamics and considers stakeholder input when making decisions.</b>						
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>			
The administrator rarely involves stakeholders in the decision making process and doesn't sustain a positive and supportive relationship with the school community. The school administrator ineffectively uses perception data to guide school improvement.	The administrator inconsistently involves stakeholders in the decision making process when appropriate and attempts to promote a positive and supportive relationship with the school community. The administrator occasionally uses appropriate strategies when making decisions (e.g. command, collaborative, etc.). The school administrator has attempted to use perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently promotes a positive and supportive relationship with the school community. The administrator uses a variety of strategies when making decisions (e.g. command, collaborative, etc.). The school administrator uses perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently sustains a positive and supportive relationship with the school community. The administrator demonstrates skill in determining when to employ a particular decision-making process (e.g. command, collaborative, etc.). There is clear evidence that the school administrator effectively uses perception data to guide school improvement.	9 Characteristics Survey LIT Agendas/Minutes Staff Meeting Agendas/Minutes Building Decision-making Protocols Self-Reflection/Assessment		
<b>7.5 Promotes parent and community involvement.</b>						
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>			
The school administrator has been ineffective in developing parent and community involvement.	The school administrator is attempting to develop and maintain opportunities for parents to be involved in supporting student learning.	The school administrator consistently develops and maintains opportunities for parent involvement both within and outside the school day that improve student learning. The administrator attempts to promote community support of his/her school.	The school administrator consistently develops and maintains multiple opportunities for parent and community involvement both within and outside the school day that improve student learning. The administrator is visible in the community and actively engages community members in supporting his/her school.	Volunteer Sign Ups Activity Log PTO/PTSA Minutes Parent Education Strategies Participation in Community Organizations		
<b>Overall Rating</b>	<b>5 - 8</b>	<b>9 - 12</b>	<b>13 - 17</b>	<b>18 - 20</b>		

**Criterion #8: Demonstrate a commitment to closing the achievement gap:** The Principal is knowledgeable of the factors that contribute to the achievement gap and promotes parent involvement and the use of data in aligning programs and resources to close the achievement gap.



- 1 Unsatisfactory** Consistently does not meet expected levels of performance
- 2 Basic** Occasionally meets expected levels of performance
- 3 Proficient** Consistently meets expected levels of performance
- 4 Distinguished** Consistently exceeds expected levels of performance

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Unsatisfactory		Basic		Proficient		Distinguished		Evidence		Comments	
8.1 Uses data to align resources and programs in closing the achievement gap											
Unsatisfactory		Basic		Proficient		Distinguished					
The school administrator rarely demonstrates effective use of data for student placement and alignment of interventions. The administrator rarely monitors student progress.		The school administrator sometimes uses available data to monitor student progress and make appropriate placement. The administrator is beginning the work of aligning interventions to student needs.		The school administrator facilitates the consistent, effective use of multiple sources of data for student placement and alignment of interventions. The administrator promotes and effectively uses the district system for monitoring student progress.		The school administrator uses multiple sources of student data proactively to guide school wide, multi-tiered intervention programs that address the needs of all students. All students are placed appropriately and have access to intervention and enrichment activities within the school day.		PRTI Building Model Data Reports Master Schedule Intervention placement process/criteria			
8.2 Understands factors that contribute to the achievement gap											
Unsatisfactory		Basic		Proficient		Distinguished					
The school administrator rarely promotes a culture of high expectations, inclusiveness, equity, and respect among staff, students and community. The administrator does not promote parent involvement of low performing students and the building schedule and program do not reflect the demographic and academic needs of the students.		The school administrator has begun to develop a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of a limited number of strategies to improve performance in underperforming student groups.		The school administrator encourages a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, promoting active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students.		The school administrator creates and maintains a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students, placing students with the greatest needs with the most skilled and experienced teachers.		CIPP Plan Professional Development Calendar Self-Reflection Activity Log PRTI Model Teacher Work Samples Master Schedule Student Monitoring Processes			
8.3 Student Growth Data											
Unsatisfactory		Basic		Proficient		Distinguished					
The principal cannot demonstrate that more than 59% of all students have made growth or met grade level standards in content areas identified in district accountability requirements.		The principal is able to demonstrate that 60% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.		The principal is able to demonstrate that 70% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments CBPAs, WLPT, DRA, etc.		The principal is able to demonstrate that 80% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Benchmark Assessments, Classroom-Based Assessments CBPAs, WLPT, DRA, etc.		Data Reports			
Overall Rating		3 - 4		5 - 7		8 - 10		11 - 12			