

School-Level Administrator-Principal & Assistant Principal Summative

Date:

**STANDARD I: INSTRUCTIONAL LEADERSHIP**

School-Level Admin MA I-A Curriculum				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A-1 Standards-Based Unit Design</b>	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources or support for this activity, and/or monitor or assess progress.	Gives educators resources on how to use a backward design approach to planning standards-based units and checks that teachers engage in instructional planning. Sometimes monitors and assesses progress and provides feedback.	Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers staff to create with a backward design approach rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-A-2 Lesson Development Support</b>	Does not state expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson-planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Admin MA I-B Instruction				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-B-1 Instructional Practices</b>	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies appropriate teaching strategies and practices.	While observing practice and reviewing unit plans, looks for and identifies a variety of effective teaching strategies and practices.	Ensures, through observation and review of unit plans, that teachers know and employ effective teaching strategies and practices while teaching their content. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-B-2 Quality of Effort and Work</b>	Does not set high expectations for the quality of content, student effort, and/or student work schoolwide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work schoolwide but allows expectations to be inconsistently applied across the school.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and supports educators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and empowers educators and students to uphold these expectations consistently. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-B-3 Diverse Learners' Needs</b>	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies teaching strategies and practices that are appropriate for diverse learners.	While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.	Ensures, through observation and review of unit plans, that teachers know and employ teaching strategies and practices that are effective with diverse learners while teaching their content. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Admin MA I-C Assessment				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-C-1 Variety of Assessments</b>	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-C-2</b>	Does not encourage or facilitate	Suggests that teams meet to	Provides planning time and	Plans, facilitates, and supports

<b>Adjustment to Practice</b>	teams to review assessment data.	review data and plan for adjustments and interventions but inconsistently monitors this practice.	effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.
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[Enter Notes](#)

**Rubric Score: 0/0**

**School-Level Admin MA I-D Evaluation**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-D-1 Educator Goals</b>	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and models this process through the leader's own evaluation process and goals. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-D-2 Observations and Feedback</b>	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than Proficient. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-D-3 Ratings</b>	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues around this practice. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-D-4 Alignment Review</b>	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.
<a href="#">Enter Notes</a>				

**Rubric Score: 0/0**

**School-Level Admin MA I-E Data-Informed Decision Making**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-E-1 Knowledge and Use of Data</b>	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-E-2 School and District Goals</b>	Gathers limited information on the school's strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses the school's strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measurable school and district goals.	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>I-E-3 Improvement of Performance, Effectiveness, and Learning</b>	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies.	Shares limited data with faculty to identify student and/or educator subgroups that need support; provides limited assistance to educator teams in using data to improve performance.	Uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support.	Leads teams to disaggregate data and identify individuals or groups of students who need support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.
<a href="#">Enter Notes</a>				

**Rubric Score: 0/0**

School-Level Administrator-Overall Rating Standard I				
Criteria	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary
Overall Rating Standard I	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

## STANDARD II: MANAGEMENT & OPERATIONS

School-Level Admin MA II-A Environment				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A-1 Plans, Procedures, and Routines</b>	Does not organize the school effectively for orderly and efficient movement of students.	Establishes plans, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>II-A-2 Operational Systems</b>	Inadequately supervises or supports custodial and/or other staff so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Supervises and supports custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a school environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>II-A-3 Student Safety, Health, and Social and Emotional Needs</b>	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows varying standards to exist in different classrooms and common areas. Addresses student discipline and bullying matters on a case-by-case basis.	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Admin MA II-B Human Resources Management and Development				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-B-1 Recruitment and Hiring Strategies</b>	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission.	Consistently identifies effective educators who share the school's mission. Empowers faculty members to share in a structured, consistent interview process. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>II-B-2 Induction, Professional Development, and Career Growth Strategies</b>	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective educators' career growth.	Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership tasks and monitoring progress and development.	Facilitates the educator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school and educator goals, and are consistently viewed by educators as effective and helpful. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Admin MA II-C Scheduling and Management Information Systems				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-C-1 Time for Teaching and Learning</b>	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>II-C-2 Time for Collaboration</b>	Sets unrealistic expectations for team meetings if at all and/or	Sets inconsistent expectations for team meetings and/or	Sets expectations for team meetings and creates a schedule	Is transparent and forthcoming about expectations for all team

does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.

creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities with limited success.

that provides sufficient meeting time for all teams. Prevents or deflects activities that prevent staff from focusing on student learning during team time.

meetings. Creates and implements a schedule that maximizes meeting time for all teams. Effectively prevents time-wasting activities. Is able to model this element.

[Enter Notes](#)

**Rubric Score: 0/0**

**School-Level Admin MA II-D Laws, Ethics, and Policies**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-D-1 Laws and Policies</b>	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
<b>II-D-2 Ethical Behavior</b>	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

[Enter Notes](#)

**Rubric Score: 0/0**

**School-Level Admin MA II-E Fiscal Systems**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-E-1 Fiscal Systems</b>	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

[Enter Notes](#)

**Rubric Score: 0/0**

**School-Level Administrator-Overall Rating Standard II**

Criteria	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary
<b>Overall Rating Standard II</b>	Unsatisfactory	Needs Improvement	Proficient	Exemplary

[Enter Notes](#)

**Rubric Score: 0/0**

**STANDARD III: FAMILY & COMMUNITY ENGAGEMENT**

**School-Level Admin MA III-A Engagement**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A-1 Family Engagement</b>	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including families whose home language is not English.	Uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
<b>III-A-2 Community and Business Engagement</b>	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions. Is able to model this element.

[Enter Notes](#)

**Rubric Score: 0/0**

School-Level Admin MA III-B Sharing Responsibility				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-B-1 Student Support</b>	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs, utilizing a limited set of resources.	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>III-B-2 Family Collaboration</b>	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Admin MA III-C Communication				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-C-1 Two-Way Communication</b>	Does not set clear expectations for or provide support to educator to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>III-C-2 Culturally Proficient Communication</b>	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to educators and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Admin MA III-D Family Concerns				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-D-1 Family Concerns</b>	Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Reaches out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

School-Level Administrator-Overall Rating Standard III				
Criteria	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary
<b>Overall Rating Standard III</b>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

## STANDARD IV: PROFESSIONAL CULTURE

School-Level Admin MA IV-A Commitment to High Standards				
Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary

<b>IV-A-1 Commitment to High Standards</b>	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>IV-A-2 Mission and Core Values</b>	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision making. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>IV-A-3 Meetings</b>	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**School-Level Admin MA IV-B Cultural Proficiency**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-B-1 Policies and Practices</b>	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**School-Level Admin MA IV-C Communications**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-C-1 Communication Skills</b>	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**14-15 Administrator Indicator IV-D: Continuous Learning**

Criteria	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>IV-D-1. Continuous Learning of Staff</b>	Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students and uses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.	Leads all educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. Ensures that staff use data, research, and best practices to adapt instruction to achieve improved results.	May encourage educators and teams to reflect on the effectiveness of instruction and interactions with students and to use data and best practices to adapt instruction but does not support educators in these practices.	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff.
<a href="#">Enter Notes</a>				
<b>IV-D-2. Continuous Learning of Administrator</b>	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**School-Level Admin MA IV-E Shared Vision**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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**IV-E-1 Shared Vision Development**

Does not engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.

Engages staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.

At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.

Leads staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

[Enter Notes](#)**Rubric Score: 0/0****School-Level Admin MA IV-F Managing Conflict**

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-F-1 Response to Disagreement</b>	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach.	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>IV-F-2 Conflict Resolution</b>	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Is able to model this element.
<a href="#">Enter Notes</a>				
<b>IV-F-3 Consensus Building</b>	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.
<a href="#">Enter Notes</a>				

**Rubric Score: 0/0****School-Level Administrator-Overall Rating Standard IV**

Criteria	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary
<b>Overall Rating Standard IV</b>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<a href="#">Enter Notes</a>				

**Rubric Score: 0/0**

## Overall Performance Rating

**Overall Performance Rating School-Level Administrator**

Criteria	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary
<b>Overall Rating</b>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<a href="#">Enter Notes</a>				

**Rubric Score: 0/0****Progress Toward Goal(s) (Please check one)**

- The evaluator and administrator had a meaningful and rich conversation about the administrator's goals. The evaluator believes the administrator made significant progress and should continue working as discussed.
- The evaluator and administrator had a meaningful and rich conversation about the administrator's goals. The evaluator believes the administrator did NOT make significant progress on the goals. The evaluator will outline at the Fall goal-setting meeting what steps the administrator should take next year to better meet the goals.
- The evaluator believes major growth is needed in the areas outlined below in order for the administrator to meet expectations and continue on a self-directed growth plan throughout the course of the following year.

**Growth needed (if checked above)****Notes from meeting (optional)**

**Plan Moving Forward Did not meet - Some Progress - (Please Check One)**

- Self-Directed Growth Plan
  - Improvement Plan
  - Directed Growth Plan
  - Developing Educator Plan
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