WESTON PUBLIC SCHOOLS

School Business Administrators Summative

Date:

School Business Administrators - Indicator I-A - Curriculum

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. **Standards-Based Unit Design**	Does not provide support to administrators to use effective strategies for ensuring development of well-designed standards-based units. Does not demonstrate understanding of what rigorous standards-based unit design looks like.	Provides limited support to administrators to employ effective strategies for ensuring well-designed standards-based units. Demonstrates limited understanding of what rigorous standards-based unit design looks like.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Demonstrates a clear understanding of what rigorous standards-based unit design looks like.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Demonstrates a thorough understanding of what well-structured lessons look like. Is able to model this element.
			Enter Notes	
I-A-2. **Lesson Development Support**	Does not provide support to administrators to establish effective strategies to ensure development of well-structured lessons, does not support training, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices. Does not demonstrate understanding of what well-structured lessons look like.	Provides limited support to administrators to establish effective strategies for ensuring that educators develop well-structured lessons, and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed. Demonstrates limited understanding of what well-structured lessons look like.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. Demonstrates a clear understanding of what well-structured lessons look like.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop 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. Demonstrates a thorough understanding of what well-structured lessons look like. Is able to model this element.
			Enter Notes	

Rubric Score: 0/0

School Business Administrators - Indicator I-B - Instruction

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. **Instructional Practices**	Does not communicate with or provide resources to school administrators for the purpose of allowing them to identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.	Through occasional communication with school administrators, provides resources designed to help identify effective teaching strategies and practices when they observe practice and review unit plans, but resources are insufficient of inconsistant.	Through communication with and the provision of resources to principals, allows for school administrators to identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	Through communication with and the provision of resources to school administrators, ensures that school administrators know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
			Enter Notes	
I-B-2. **Quality of Effort and Work**	Does not set high expectation for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
			Enter Notes	
I-B-3. **Diverse Learners' Needs**	Does not communicate with school administrators or provide adequate resources that promote the identification of effective teaching strategies and practices that are appropriate for diverse learners.	While the school business administrator may communicate with and provide occasional resources to school administrators, support is insufficient to facilitate the identification of effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	Through communication with and the provision of resources to school administrators, allows for school administrators to look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Through communication with and the provision of resources to school administrators, ensures that school administrators know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.
			Enter Notes	

Rubric Score: 0/0

School Business Administrators - Indicator I-C - Assessment

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary

I-C-1. Variety of Assessments	Does not support or monitor a coherent strategy for multiple assessments, leaving it up to individual administrators to design and implement their own strategies.	Provides administrators with support for formal assessment options but provides minimal support for more informal methods and assessments, and/or does not monitor and support strategies for using a variety of assessments.	Supports administrator 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.	Participates in and supports administrator 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.
		Enter Notes		
I-C-2. Adjustment to Practice	Does not support or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inadequately supports or observes this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Observes administrators' efforts and successes in this area.	Participates in and supports administrator team review meetings after each round of assessments. Observes teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.
		Enter Notes		
		Rubric Score: 0/0		

School Business Administrators - Indicator I-D - Evaluation

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
		Enter Notes		
I-D-2. Observations and Feedback	Rarely conducts visits to observe educator practice and/or does not provide honest feedback to educators who are not performing proficiently.	Conducts infrequent observations of educational support staff for whom he/she is directly responsible to observe practice, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Typically conducts multiple observations of support staff for whom he/she is directly responsible every year and provides targeted constructive feedback. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Conducts multiple observations of support staff for whom he/she is directly responsible throughout the year to observe educator practice and provides targeted constructive feedback. Engages with all in conversations about improvement, celebrates effective practice, and provides targeted support to those whose practice is less than Proficient. Is able to model this element.
		Enter Notes		
I-D-3. Ratings	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 support staff for whom he/she is directly responsible.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to support staff for whom he/she is directly responsible.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that support staff for whom he/she is directly responsible understands why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that support staff for whom he/she is directly responsible understands in detail why they received their ratings and provides effective support around this practice. Is able to model this element.
		Enter Notes		
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about performance when evaluating and rating support staff.	Occasionally reviews alignment between judgment about practice and performance data.	Consistently reviews alignment between judgment about practice and performance data and makes informed decisions about support to and evaluation of support staff based upon this review.	Studies alignment between judgment about practice and data about performance when evaluating and rating support staff and provides effective support around this practice. Is able to model this element.
		Enter Notes		
		Rubric Score: 0/0		

School Business Administrators - Indicator I-E - Data-Informed Decision Making

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to 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.	Engages with administrators and supports them in identifying a range of appropriate data sources and in effectively analyzing the data for decision-making purposes.	Supports administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
		Enter Notes		
I-E-2. School and District Goals	Relies on limited information on school and district strengths and weaknesses and/or does not use these data to support district	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or supports an	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused,	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	plans or actions.	unfocused strategic plan.	measurable district goals. Provides support to school administrators in their efforts to create focused, measurable school goals.	data, and participates in a collaborative process to develop focused, measurable school goals for schools and a focused, results-oriented strategic plan with annual goals for districts. Is able to model this element.

Enter Notes

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-3. Improvement of Performance, Effectiveness, and Learning	Uses little or no data sources to evaluate district performance and/or develops a financial model that fails to identify or prioritize resources to student and/or educator subgroups in need support to improve performance.	Uses limited data sources to evaluate district performance and/or develops a financial model that reflects limited knowledge of student and/or educator subgroups in need support and inappropriately prioritizes instructional resources to improve performance.	Uses multiple data sources to evaluate district performance and develop a financial model that identifies student and/or educator subgroups in need of support and prioritizes instructional resources accordingly.	Uses multiple data source—both within the district and from outside the district—to evaluate district performance and develop a comprehensive financial model that identifies student and/or educator subgroups in need of support and prioritizes instructional resources accordingly. Monitors implementation of the model and assesses outcomes. Is able to model this element.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Overall Rating for Standard I

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Overall Rating for Standard I				

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator II-A - Environment

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not support the district effectively for orderly and efficient movement of students and staff.	Contributes to the development of and supports plans, procedures, and routines to guide administrators, but student and staff scheduling (e.g. entry, dismissal, meals, and class transitions) are not consistently orderly and/or efficient.	Contributes to the development of and supports systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student and staff scheduling (e.g. entry, dismissal, meals, class transitions).	Establishes and supports systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student and staff scheduling (e.g. entry, dismissal, meals, class transitions). Is able to model this element.
II-A-2. Operational Systems	Fails to support systems and procedures that support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Contributes to the development of and supports systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Contributes to the development of and supports systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district 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.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not provide support for consistent procedures for student discipline; district disciplinary practice varies from school to school; and/or provides inconsistent support for district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; provides support for appropriate training for administrators to uphold these expectations. Supports district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully supports district-wide 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.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator II-B - Human Resources Management and Development

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not support the recruitment and hiring process.	Supports the recruitment and hiring process but funding is inconsistent or inadequate to identify and hire effective administrators and educators.	Facilitates and supports through adequate funding the district's recruitment and hiring process such that it consistently identifies effective administrators and educators who share the district's mission.	Facilitates and supports through adequate funding the district's recruitment and hiring process that consistently identifies effective administrators and educators who share the district's mission and empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.

Enter Notes

| II-B-2. | Does not support new | Contributes to the development | Contributes to the development | Facilitates and consistently |

Induction, Professional Development, and Career Growth Strategies	administrators, provide guidance to them to support educators, support high-quality job-embedded professional development, and/or support strategies for career growth of effective educators.	of and supports only a limited district-wide induction program for new administrators and teachers and/or inconsistently supports the district's induction strategy; supports job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support career growth strategies for effective administrators and educators.	of and supports district-wide induction support for new administrators and teachers and/or faithfully supports the district's induction strategy; supports high-quality job-embedded professional development aligned with district goals; and supports strategies for career growth of effective professional personnel.	supports the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Participates in the development of district criteria for the awarding of professional status. Is able to model this element.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator II-C - Scheduling and Management Information Systems

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to support schedules, procedures or related systems that act to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Supports schedules, procedures and related systems that generally act to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals. Does not monitor the extent to which these systems are effective.	Contributes to the development of and supports schedules, procedures and related systems (e.g. facilities and HR management systems) that maximize instructional time and minimize school day disruptions and distractions and consistently monitors the extent to which these systems are effective.	Empowers administrators and teams to contribute to the design and monitoring of district systems (e.g. facilities and HR management systems) that maximize instructional time and minimize disruptions and distractions. Is able to model this element.

Enter Notes

| **II-C-2. Time for Collaboration** | Sets unrealistic expectations for support staff team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings. | Sets inconsistent expectations for support staff team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced. | Sets expectations for support staff team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with the team's ability to focus on the agenda during team time. Establishes norms for effective team behavior. | Is transparent and forthcoming about expectations for all support staff team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element. |

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator II-D - Laws, Ethics, and Policies

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, procurement processes or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, procurement processes 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, procurement processes and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, procurement processes and collective bargaining agreements. Is able to model this element.

Enter Notes

| **II-D-2. Ethical Behavior** | 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 administrator, student, family, and staff confidentiality appropriately. | Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice. | Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element. |

Enter Notes

| **II-D-3. Risk Assessment & Management** | Does not ensure that an adequate risk management program is in place; fails to ensure that risk management program meets legal requirements and district needs; does not communicate the risk management program to appropriate stakeholders. | Ensures that a risk management program is in place, but program may be insufficient with regard to the district's scope of need; inconsistently recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to some but not all stakeholders. | Ensures that a comprehensive risk management program is in place; recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to all stakeholders. | Ensures that a comprehensive risk management program is in place and regularly implements programmatic changes consistent with legal requirements and district needs; regularly communicates components of risk management program to all stakeholders. Is able to model this element. |

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator II-E - Fiscal Systems

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Does not encourage stakeholder participation in the budget making process or develops a budget that meets few if any statutory requirements; budget is not clearly written or aligned	Develops a budget through a process that includes limited participation from relevant stakeholders; budget requires some revision in order to meet statutory requirements; budget	Develops a budget through a process that includes limited participation from relevant stakeholders; budget requires some revision in order to meet statutory requirements; budget	Develops a budget through an open, participatory process that includes all relevant stakeholders and meets all statutory requirements; budget is complete, clearly written,

		with the district's vision, mission, and goals.	is readable but is not consistently clear and aligned with the district's vision, mission, and goals.	is readable but is not consistently clear and aligned with the district's vision, mission, and goals.	highly transparent, provides comprehensive analysis linking spending to student outcomes, and demonstrates how funding will further the district's vision, mission, and goals. Is able to model this element.
			Enter Notes		
II-E-2. **Allocation of Resources**		Proposes an allocation of existing resources that does not meet or meets in a limited way the differentiated needs of all students and educators; does not ensure educationally sound programs and quality facilities.	Inconsistently proposes allocation of existing resources that inconsistently meets the differentiated needs of all students and educators; inconsistently ensures educationally sound programs and quality facilities.	Proposes allocation of all existing resources to meet the differentiated needs of all students and educators; ensures educationally sound programs and quality facilities.	Proposes allocation of existing resources and identifies new resources to meet the differentiated needs of all students and educators; ensures educationally sound programs and quality facilities; uses budget limitations to create new opportunities for improvement, when possible. Is able to model this element.
			Enter Notes		
II-E-3. **Financial Management and Oversight**		Does not track, analyze or report on district expenditures; does not maintain proper or effective internal controls; frequently fails to meet statutory reporting requirements or deadlines; does not implement effective or compliant auditing program.	Tracks district expenditures and occasionally reports on expenditures; maintains some internal controls; meets most statutory reporting requirements but not always in a timely fashion; inconsistently implements effective and compliant auditing programs.	Tracks, analyzes, and regularly reports on district expenditures; maintains proper internal controls; meets all statutory reporting requirements; and implements an effective and compliant auditing program.	Continuously tracks and analyzes district expenditures and regularly reports on how those expenditures impact student outcomes; identifies ineffective internal controls and works to improve their effectiveness or implement new and improved controls; consistently meets or exceeds all statutory reporting requirements; identifies ways to improve auditing program and practices and implements highly effective auditing programs. Is able to model this element.
			Enter Notes		
II-E-4. **Accounting and Payroll Administration**		Inconsistently manages and oversees effective accounting and payroll practices and procedures. Does not ensure that staff is competent in the accounting and payroll functions they perform, and does not identify or implement training and development opportunities for employees. Does not ensure that policies and procedures are clearly articulated and documented.	Manages and oversees accounting and payroll practices and procedures but does not work to improve their effectiveness. Ensures most district staff are competent in the accounting and payroll functions they perform, but does not identify or implement training and development opportunities for employees. Some but not all policies and procedures are articulated and documented.	Manages and oversees effective accounting and payroll practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the accounting and payroll functions they perform. Ensures policies and procedures are clearly articulated and documented.	Identifies ineffective accounting and payroll practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the accounting and payroll functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Is able to model this element.
			Enter Notes		
II-E-5. **Purchasing Administration**		Inconsistently manages and oversees purchasing practices and procedures. Does not ensure that staff is competent in the purchasing functions they perform, and does not identify or implement training and development opportunities for employees. Does not ensure that policies and procedures are clearly articulated and documented. Does not demonstrate a commitment to fiscal responsibility.	Manages and oversees purchasing practices and procedures but does not work to improve their effectiveness. Ensures most staff is competent in the purchasing functions they perform, but does not identify or implement training and development opportunities for employees. Some but not all policies and procedures are articulated and documented. Demonstrates fiscal responsibility in most but not all areas.	Manages and oversees effective purchasing practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the purchasing functions they perform. Ensures that policies and procedures are clearly articulated and documented. Demonstrates a commitment to fiscal responsibility at all levels.	Identifies ineffective purchasing practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the purchasing functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Ensures a commitment to fiscal responsibility and sustainability at all levels. Is able to model this element.
			Enter Notes		
II-E-6. **Resource Management**		Does not pursue external financial resources; does not adequately or appropriately manage the use of state and federal grants, and tuition and fee revenue received.	Pursues limited external financial resources in relation to external resources available; manages the use of most state and federal grants, and tuition and fee revenue received.	Effectively pursues external financial resources; manages the use of all state and federal grants, and tuition and fee revenue received.	Implements policies and procedures to more effectively pursue external financial resources; develops the resources and capabilities of the district to pursue external funding; effectively manages the use of state and federal grants, and tuition and fee revenue received. Is able to model this element.
			Enter Notes		
Rubric Score: 0/0					

School Business Administrators - Overall Rating for Standard II					▲
Criteria	**Unsatisfactory**	**Needs Improvement**		**Proficient**	**Exemplary**
Overall Rating for Standard					

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator III-A - Engagement

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, 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.

Enter Notes

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator III-B - Sharing Responsibility

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not support administrators and educators to identify student needs or work with administrators to support families to address student needs.	Provides minimal resources and support to enable administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.

Enter Notes

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-2. Family Collaboration	Does not engage community stakeholders with information about ways to support student learning at school and in the community.	Occasionally engages community stakeholders with information about supporting student learning needs at school and in the community, and/or supporting their children with disabilities or limited English proficiency.	Regularly engages community stakeholders with information about supporting student learning at school and in the community, including appropriate adaptation for students with disabilities or limited English proficiency.	Regularly provides comprehensive, actionable information to community stakeholders about supporting student learning at school and in the community, including students with limited English proficiency and/or students with disabilities. Is able to model this element.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator III-C - Communication

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Allows inappropriate, disrespectful communication with families and/or community stakeholders that ignores different cultural norms. Does not set clear expectations for or provide support to administrators and/or support staff regarding culturally sensitive communication.	Occasionally communicates in ways that are culturally insensitive to some recipients' home language, culture, and values. May provide support to administrators and/or support staff regarding culturally sensitive communication but does not set clear expectations for such communication.	Ensures that communication with families and community stakeholders is always respectful and demonstrates understanding of and sensitivity to different home language, culture, and values. Sets expectations for and provides support to administrators and support staff regarding culturally sensitive communication.	Ensures that communication with families and community stakeholders is always respectful and demonstrates understanding and appreciation of different home language, culture, and values. Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication to administrators and support staff. Is able to model this element.

Enter Notes

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-2. Culturally Proficient Communication	Communication with the public is nonexistent or highly infrequent; rarely participates in public	Communication with the public primarily occurs through reports or other one-way media;	Regularly communicates with the public using two-way communication channels;	Regularly communicates with the public using two-way communication channels and

	hearings and school committee meetings about the fiscal status of the school and/or district; does not make the district's spending plan and/or budget publicly available and accessible; does not produce financial reports.	occasionally participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that lack clarity and/or accuracy.	regularly participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear and accurate.	solicits feedback that informs improvement to communication plans; regularly participates in public hearings, school committee meetings and other public forums about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear, accurate, and accessible to multiple stakeholders. Is able to model this element.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator III-D - Family Concerns

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not develop or maintain open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Does not reach out to families as concerns arise and does not promote equitable solutions in the best interest of students.	Inconsistently develops and maintains open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Reaches out to families only when major concerns arise and may not consistently promote equitable solutions in the best interest of students.	Develops and maintains clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Reaches out to families as concerns arise and promotes equitable solutions in the best interest of students.	Develops and maintains open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Introduces and utilizes new forms of family and community communication. Works with families to increase equity in schools. Is able to model this element.

Enter Notes

Rubric Score: 0/0

School Business Administrators - Overall Rating for Standard III

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Overall Rating for Standard III				

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator IV-A - Commitment to High Standards

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not share or encourage high standards of teaching and learning or high expectations for achievement, and/or may demonstrate low expectations for faculty and staff.	Acknowledges a shared commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Participates in a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Contributes to the development of and participates in a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.

Enter Notes

| IV-A-2. Mission and Core Values | Does not share or promote core values and mission statements for the school and district. | May contribute to the development of core values and mission statements but rarely uses them to guide decision making. | Participates in the development of, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. | Contributes to the development of core values and mission statements, shares these statements with families and the school district community, and uses them to guide decision making. Is able to model this element. |

Enter Notes

| IV-A-3. Meetings | Leads team meetings that lack clear purpose and/or are primarily used for one-way informational updates. | May lead team meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms. | Plans and leads well-run and engaging team meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for team behavior. | Plans and facilitates engaging team meetings in which participants learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the team meetings. Is able to model this element. |

Enter Notes

Rubric Score: 0/0

School Business Administrators - Indicator IV-B - Cultural Proficiency

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Contributes to the development of and/or supports culturally insensitive or inappropriate policies; does not support administrators and staff in building cultural proficiency; and/or supports a culture that	Supports some policies that are not culturally sensitive; and/or provides limited resources or professional development for administrators to support the development of cultural proficiency and a culture that	Participates in the development of and supports culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and	Contributes to the development and implementation of culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and

minimizes the importance of individual differences.	affirms individual differences.	staff. Provides administrators with relevant resources and professional development to support them in building cultural proficiency and promotes a culture that affirms individual differences.	staff. Supports administrators with time and resources to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

<div align="center">Enter Notes</div>

Rubric Score: 0/0

School Business Administrators - Indicator IV-C - Communications

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	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.

<div align="center">Enter Notes</div>

Rubric Score: 0/0

School Business Administrators - Indicator IV-D - Continuous Learning

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Works largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage support staff to reflect on their work as well as the effectiveness of interactions with faculty and students; encourages staff to use data and best practices to adapt practice, but does not engage with or support staff around these practices.	Leads support staff to reflect on their work as well as the effectiveness of interactions with faculty and students. Ensures that staff uses data, research, and best practices to adapt practice to achieve improved results.	Models for support staff how to reflect on their work as well as the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	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.

<div align="center">Enter Notes</div>

Rubric Score: 0/0

School Business Administrators - Indicator IV-E - Shared Vision

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the promotion of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in promoting a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	Continuously engages with administrators, staff, students, families, and community members in promoting a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Engages administrators, 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.

<div align="center">Enter Notes</div>

Rubric Score: 0/0

School Business Administrators - Indicator IV-F - Managing Conflict

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	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 this practice for others.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Supports professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	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. Models this behavior for others.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at	Employs a limited number of strategies to build consensus within the school district	Builds consensus within the school district community around critical school decisions,	Employs a variety of strategies to build consensus within the school district community

<div align="center">Enter Notes</div>

| | | consensus-building around critical school decisions are unsuccessful. | community, with varying degrees of success. | employing a variety of strategies. | around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element. |

Enter Notes

Rubric Score: 0/0

School Business Administrators - Overall Rating for Standard IV

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Overall Rating for Standard IV				

Enter Notes

Rubric Score: 0/0

Overall Performance Rating

School Business Administrators - Step 1: Assess Performance on Goals

Criteria	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal(s)					
			Enter Notes		
Student Learning Goal (s)					
			Enter Notes		
School Improvement Goal(s)					
			Enter Notes		

Rubric Score: 0/0

School Business Administrators - Step 2: Assess Performance on Standards

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership				
		Enter Notes		
Standard II: Management and Operations				
		Enter Notes		
Standard III: Family and Community Engagement				
		Enter Notes		
Standard IV: Professional Culture				
		Enter Notes		

Rubric Score: 0/0

School Business Administrators - Step 3: Rate Overall Summative Performance

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Step 3: Rate Overall Summative Performance				

Enter Notes

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. 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 (Please Check One)

○ Self-Directed Growth Plan   ○ Directed Growth Plan   ○ Improvement Plan
○ Developing Educator Plan (All Non-PTS)