

CENTRAL OFFICE ADMINISTRATORS

EVALUATION PACKET



*“Children come first, Los niños son primero”*



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**I. Trenton Public Schools  
Central Office Administrator Self-Assessment Page**



Employee's Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Evaluator's Name \_\_\_\_\_

Employee's Title \_\_\_\_\_

Department / Location \_\_\_\_\_

Criteria	Points
<b>A. Effective Leadership</b>	/16
<b>B. System-Wide Improvement</b>	/12
<b>C. Clear and Collaborative Relationships</b>	/12
<b>D. Supervision and Evaluation</b>	/16
<b>TOTAL SCORE</b>	<b>/56</b>

Circle Rating:    **Unsatisfactory (0-27)**            **Basic (28-41)**            **Proficient (42-49)**            **Distinguished (50-56)**

**Employee Rationale for Self-Assessment Ratings (if any):**

Effective Leadership

\_\_\_\_\_

System-Wide Improvement

\_\_\_\_\_

Clear and Collaboration Relationships

\_\_\_\_\_

Supervision and Evaluation

\_\_\_\_\_

Overall Summary

\_\_\_\_\_

**Evaluator Suggestions for Goal Setting and Ongoing Professional Development:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Central Office Staff Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Central Office Staff Member Evaluators' Signature

\_\_\_\_\_  
Date

## II. Trenton Public Schools Central Office Administrator Goal Setting Form



Name: \_\_\_\_\_ Date: \_\_\_\_\_

The goal setting form should be completed by the central office staff member following the self-assessment process. The goal setting form will be reviewed by the immediate supervisor prior to beginning work on the goals. *It is not necessary to have one goal per criteria. It is recommended that there are no more than 3 goals total.*

Criteria	Elements Addressed	Goal(s)	Key Activities and Strategies	Outcomes (Measures)	Timeline For Achieving Goals
Effective Leadership					
System-Wide Improvement					
Clear and Collaborative Relationships					
Supervision and Evaluation					

\_\_\_\_\_  
Central Office Staff Member's Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Central Office Staff Member Evaluators' Signature \_\_\_\_\_  
Date

**III. Trenton Public Schools  
Central Office Administrator Evaluation Summary Page**



Employee's Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Evaluator's Name \_\_\_\_\_

Employee's Title \_\_\_\_\_

Department / Location \_\_\_\_\_

Criteria	Points
A. Effective Leadership	/16
B. System-Wide Improvement	/12
C. Clear and Collaborative Relationships	/12
D. Supervision and Evaluation	/16
<b>TOTAL SCORE</b>	<b>/56</b>

Circle Rating : Unsatisfactory (0-39)      Basic (40-43)      Proficient (44-49)      Distinguished (50-56)

Employee Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Check Appropriate Item :**

Recommended for Increment \_\_\_\_\_ Recommended for Withholding of Increment \_\_\_\_\_

Recommended for Re-appointment \_\_\_\_\_ Recommended for Non-Renewal \_\_\_\_\_

\_\_\_\_\_  
Central Office Staff Member's Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Central Office Staff Member Evaluators' Signature \_\_\_\_\_  
Date

# **FRAMEWORK FOR CENTRAL OFFICE ADMINISTRATORS**

## **IV. INTRODUCTION**

The core of central office functions is ensuring student learning. This document is intended to be used as a starting point for discussion and customizing. It is a framework that identifies the primary responsibilities of central office staff as pivotal partners within schools in the work to continually improve student learning.

### **Purpose**

This central office leadership framework is designed to support a common vision for instructional leadership and professional growth of central office administrators. It emphasizes instructional leadership. However, every central office administrator, regardless of role, may be an instructional leader supporting quality teaching and learning; and the framework may be tailored for different districts and positions, serving as a catalyst for bringing clarity to roles. The framework supports a shift from central office departments working in silos, toward working together to develop assistance relationships with principals and schools. It allows central office leaders to engage in reciprocal accountability, collaboration, alignment of efforts with principals and teachers, and leading by example.

## **V. FOUR EVALUATION CRITERIA**

*Each criteria is further defined by themes referred to as elements in this document.*

### **1. EFFECTIVE LEADERSHIP**

- 1.1 Focus on Student Learning
- 1.2 Dynamic and Distributive Leadership
- 1.3 Sustained Improvement Efforts
- 1.4 Quality Classroom Instruction

### **2. SYSTEM-WIDE IMPROVEMENT**

- 2.1 Effective Use of Data
- 2.2 Strategic Allocation of Resources
- 2.3 Policy and Program Coherence

### **3. CLEAR AND COLLABORATIVE RELATIONSHIPS**

- 3.1 Professional Culture and Collaborative Relationships
- 3.2 Clear Understanding of School and District Roles and Responsibilities
- 3.3 Engaging the Community and Managing the External Environment

### **4. SUPERVISION AND EVALUATION**

- 4.1 Clear Understanding of the Evaluation Framework
- 4.2 Clear understanding of the role of a Central Office Leader.
- 4.3 Coordinated and Job Embedded Professional Development
- 4.4 Attendance and Professionalism

**VI. GOAL OF THE  
CENTRAL OFFICE ADMINISTRATORS  
EVALUATION TOOL**

The goal of this tool is to ensure that central office administrators are motivated on making quality decisions based on circumstances and data that are aligned with the districts policies and objectives. To ensure that each central office administrator is an effective leader focused on developing organizational capacity to assure that all students are successful. This is a cycle process:

- Self-assessment (Sept-Oct)
- Reflection with supervisor (Sept-Oct)
- Goal setting (Sept-Oct)
- Professional growth (Sept-Feb)
- Mid-year reflection (Feb)
- Professional growth (Feb-June)
- End of year assessment (April)

VII.



## FRAMEWORK FOR CENTRAL OFFICE ADMINISTRATORS FOUR CRITERIA

	<b>EFFECTIVE LEADERSHIP</b>	<b>SYSTEM-WIDE IMPROVEMENT</b>	<b>CLEAR AND COLLABORATIVE RELATIONSHIPS</b>	<b>SUPERVISION AND EVALUATION</b>
<b>Elements</b>	1.1 Focus on Student Learning	2.1 Effective Use of Data	3.1 Professional Culture and Collaborative Relationships	4.1 Clear understanding of the Evaluation Framework
	1.2 Dynamic and Distributive Leadership	2.2 Strategic Allocation of Resources	3.2 Clear Understanding of School and District Roles and Responsibilities	4.2 Coordinated and aligned processes for development of human capital
	1.3 Sustained Improvement Efforts	2.3 Policy and Program Coherence	3.3 Engaging the Community and Managing the External Environment	4.3 Coordinated and Job-Embedded Professional Development
	1.4 Quality Classroom Instruction			4.4 Attendance & Professionalism

**CRITERIA 1**  
**EFFECTIVE LEADERSHIP**

*Central Office administrators foster and promote a vision focused on student learning outcomes, implemented through dynamic leadership across the organization, which results in sustained student improvement efforts.*

- 1.1 Focus on Student Learning
- 1.2 Dynamic Distributive Leadership
- 1.3 Sustaining Improvement Efforts
- 1.4 Quality Classroom Instruction

**FRAMEWORK CONSIDERATIONS**

<b>Examples of Knowledge/ Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Measures</b>
<p>Articulates the district’s shared vision/beliefs/values with a clear focus on student learning.</p> <p>Understands the primary responsibility of central office is to promote increased student achievement.</p> <p>Engages in courageous and challenging conversations and decisions.</p> <p>Develops the professional capacity of staff to serve as leaders.</p> <p>Models behaviors that are consistent with district mission, beliefs, and values.</p> <p>Holds self and staff responsible and accountable for maintaining high expectations.</p> <p>Understands the change process and perseveres for continuous improvement.</p> <p>Involves and facilitates staff from across the system to participate with shared leadership opportunities.</p>	<p>Participates and helps facilitate building leadership team meetings as needed.</p> <p>Visits schools and departments with a focus on improving practice.</p> <p>Practices reflective feedback with school leaders and teams.</p> <p>Facilitates experiences that create consensus and commitment to the district mission, beliefs, and values.</p> <p>Establishes processes for realigning priorities and practices.</p> <p>Removes barriers to assist building principals.</p>	<p>Improvement plans, meeting agendas, meeting minutes, and feedback.</p> <p>Reviews or summaries of improvement and professional development plans.</p> <p>Notes and records of decisions or results of coaching or planning conversations.</p> <p>Interviews with principals, staff teachers and other leaders.</p> <p>District and community documents depict vision of district.</p> <p>Reviews of staff evaluations.</p> <p>Evidence of removal of ineffective programs and practices or implementation of improvements.</p>

**CRITERIA 1  
EFFECTIVE LEADERSHIP**

**RUBRIC**

**1.1 Focus on Student Learning**

*Leadership develops and sustains a commitment to the district’s values, vision, and goals for high achievement for all students.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Does not communicate the vision, mission, beliefs and goals beyond central office.</p> <p>Is not aware of student achievement data.</p> <p>Focuses only on operations and management items during meetings.</p> <p>Fails to connect department goals and work with student achievement.</p> <p>Fails to support practices that provide vertical or horizontal alignment of content and rigor.</p>	<p>Makes vision, mission, beliefs and goals public so that staff are familiar with them.</p> <p>Supports district and school staff to examine disaggregated achievement data at least annually.</p> <p>Includes student achievement focus in meetings and presentations.</p> <p>Connects departmental goals and agenda items to student achievement.</p> <p>Provides partial or inconsistent leadership and support for horizontal alignment with results varying team by team or building by building.</p>	<p>Develops staff and community’s commitment to the vision, mission, beliefs, and goals.</p> <p>Ensures staff members understand data, achievement gaps, and aligns efforts to improve teaching and learning with district goals.</p> <p>Develops commitment from stakeholders for high levels of achievement for all students.</p> <p>Focuses on student achievement for the majority of time in meetings.</p> <p>Plans and makes decisions based on standards and non- negotiable performance targets.</p> <p>Develops systems for horizontal alignment so that it is evident classroom to classroom in all schools.</p>	<p>Embeds the vision, mission, beliefs, and goals across the system, so the stakeholders’ actions and words reflect them.</p> <p>Supports each level of the system in establishing goals aligned to the non-negotiable performance targets set by the Board and superintendent.</p> <p>Deliberately focuses on effective student achievement practices in meetings and serves as a model of quality instruction for adult learners.</p> <p>Takes action that results in measurable increases in improved practices, student learning, and assist in closing the achievement gap stemming from a commitment to high levels of learning for all students.</p> <p>Demonstrates leadership, training, and assist in support of instructional resources and strategies are used consistently and effectively across the District.</p>

**CRITERIA 1  
EFFECTIVE LEADERSHIP**

**RUBRIC**

**1.2 Dynamic and Distributed Leadership**

*Leadership capacity is developed at all levels of the organization, with active modeling and engagement from administrators throughout the system. Roles and responsibilities are aligned to the goals of the district to ensure student achievement.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Visits schools and other departments infrequently.</p> <p>Does not provide district direction for developing staff skills beyond a single event.</p> <p>Provides traditional job descriptions, but does not clearly delineate individuals' responsibilities for district improvement efforts.</p> <p>Tolerates behaviors that impede collaboration among staff.</p>	<p>Visits schools and other departments occasionally, but visits do not contribute to improved practice as a District.</p> <p>Supports staff in developing their individual skills, yet provides minimal district direction.</p> <p>Assigns roles and responsibilities; does not deliberately align roles and responsibilities with the improvement of student learning.</p>	<p>Regularly visits schools and other departments and develops consistent use of protocols that contribute to improved learning and practice.</p> <p>Develops and uses observable systems for monitoring departmental practices.</p> <p>Provides systematic professional leadership development that is in alignment with district improvement efforts.</p>	<p>Provides feedback from school and department visits that is used collaboratively by leaders and staff to improve practice.</p> <p>Values and cultivates leadership in a systematic way in alignment to district improvement efforts.</p> <p>Defines, aligns, and monitors roles and responsibilities to maximize the effective implementation of system practices.</p>

**CRITERIA 1  
EFFECTIVE LEADERSHIP**

**RUBRIC**

**1.3 Sustained Improvement Efforts**

*As they keep a relentless focus on the district values, vision, and goals, leaders monitor, assess, celebrate and adjust for continuous improvement at the district and department level and at each school.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Does not connect district departments to each other or to a systemic improvement process.</p> <p>Does not expect or support development of school improvement plans.</p> <p>Does not align department, school, and district planning efforts.</p> <p>Fails to promote high expectations for student achievement in department and district communications.</p> <p>Lacks district documentation that articulates expectations for students or instructional direction for teachers</p>	<p>Selects various improvement strategies year to year.</p> <p>Annually reviews improvement plans.</p> <p>Supports development of improvement plans with minimal feedback.</p> <p>Minimally aligns school, department, and district planning efforts.</p> <p>Sometimes promotes the district's commitment to high levels of achievement for all students.</p> <p>Provides processes to document learning targets and expectations for instruction establishing PreK-12 vertical alignment in core content areas.</p>	<p>Develops a long-range focus on implementation, monitoring, and maintenance of strategies for district improvement.</p> <p>Tightly aligns district, department, and school improvement plans.</p> <p>Conducts regular improvement plan review processes to provide feedback, follow-up, and enable coordination of resources to meet school needs.</p> <p>Monitors the fidelity of implementation as a key step prior to evaluating the impact of improvement efforts.</p> <p>Recognizes the efforts of schools and individuals in improving student learning.</p> <p>Persistently communicates the district's commitment to high levels of achievement for all students.</p> <p>Creates district documentation of content and rigor in the core content areas.</p>	<p>Sustains focus and relentlessly commits to continuous improvement over time through maintaining written plans and aligning actions to it.</p> <p>Systematically assesses progress over time with district and school staff to celebrate successes and make indicated adjustments.</p> <p>Communicates and ensures that communication at all levels continually reinforces the district's commitment to high levels of achievement for all students.</p> <p>Creates district documentation of core skills and processes that contribute to college and workplace readiness written curriculum PreK-12 in all content areas. Reviews and updates documents regularly.</p>

**CRITERIA 1  
EFFECTIVE LEADERSHIP**

**RUBRIC**

**1.4 Quality Classroom Instruction**

*Communicates, guides, supports, and monitors clearly defined effective instruction at multiple levels of the organization. Ensures tiered intervention systems meet the instructional needs of students in each school.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Fails to communicate district vision for effective instruction.</p> <p>Leaves decisions on instructional practice to individual buildings and teachers.</p> <p>Fails to provide a system for tiered interventions so that individual teachers are left to independently differentiate instruction to meet the needs of students in their classrooms.</p>	<p>Communicates to stakeholders the district's vision for effective instruction.</p> <p>Provides teachers with guidance and oversight for improving teaching and learning.</p> <p>Develops training, systems, and routines for staff to collaborate to differentiate instruction to meet the needs of a range of learners.</p>	<p>Implements multiple ways to support individual and collaborative understanding of the district's vision of effective instruction.</p> <p>Fosters and implements multiple ways to guide, support, and monitor effective instructional practice involving central and school-based administrators, staff, and teachers in reflection and analysis.</p> <p>Ensures tiered intervention systems, staffed by the most qualified practitioners, are in place at the building level to meet the needs of all students.</p>	<p>Sustains district-wide commitment to the district's vision for effective instruction, so staff can articulate and implement the vision to improve student learning.</p> <p>Assures leadership, guidance, and oversight for effective instructional practice leading to continuous improvement of the district's vision for teaching and learning.</p> <p>Sustains a comprehensive tiered intervention system, extension, and acceleration opportunities that meet the needs of all students.</p>

**CRITERIA 2  
SYSTEM-WIDE IMPROVEMENT**

**RUBRIC**

**2.1 Effective Use of Data**

*Tools, systems, and practices support the use of data to drive district, school, and classroom decision making.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Fails to use data in work to make program decisions.</p> <p>Provides data reports without discussion.</p> <p>Reviews data sporadically to determine areas of concern.</p>	<p>Inconsistently analyzes and shares different state and district assessment results.</p> <p>Includes state assessment data in program improvement goals.</p>	<p>Provides time and training for data analysis and resulting program adjustments with other administrators.</p> <p>Provides relevant data on state and local assessment results in manageable and usable formats.</p> <p>Disaggregates state and local assessment results, along with demographic, perception, and program data to inform ongoing adjustments for continuous improvement plans.</p> <p>Systematically includes multiple data points to assure equity of access and benefit in district programs for students regardless of race, gender, and socioeconomic level.</p>	<p>Ensures and facilitates ongoing training to sustain systemic data analysis teams at district and school levels.</p> <p>Provides resources or services to customize data reports at the program, school, and classroom levels.</p> <p>Embeds systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning.</p> <p>Develops and sustains data-driven differentiated support and allocation models.</p>

**CRITERIA 2  
SYSTEM-WIDE IMPROVEMENT**

**RUBRIC**

**2.2 Strategic Allocation of Resources**

*The learning needs of students drive a coordinated, flexible, and aligned resource allocation model.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Defers to the finance office to prepare and distribute budget allocations without input.</p> <p>Fails to share or does not have an allocation model for budget and staffing.</p> <p>Fails to focus budget development on improving academic achievement over maintaining operational needs.</p> <p>Does not coordinate various budget resources with relevant departments.</p> <p>Does not make fiscal decisions to maximize resources.</p>	<p>Begins to seek input from central office department and building administrators on budget allocations.</p> <p>Communicates a fixed allocation model for budget and staffing.</p> <p>Lacks clear coordination with others while seeking to acquire additional resources.</p> <p>Provides categorical dollars per guidelines to target academic improvement in qualified buildings.</p>	<p>Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings.</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model.</p> <p>Consistently considers and coordinates acquisition of additional resources with all district improvement efforts.</p> <p>Ensures struggling students have necessary time, space, staff, and programs for accelerating improvement.</p> <p>Encourages building- and department-based flexibility to allocate resources with accountability for improved student learning.</p>	<p>Provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system.</p> <p>Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals.</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning.</p> <p>Ensures that results of the flexible use of resources at the district, department, and building levels inform improved practice across the system.</p>



**CRITERIA 2**  
**SYSTEM-WIDE IMPROVEMENT**

**RUBRIC**

**2.3 Policy and Program Coherence**

*Policies and procedures enable the work of moving all students to high levels of learning. Programs and practices are coordinated and aligned with this goal.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Does not update policies and procedures to support the improvement of teaching and learning and efficiency of department support.</p> <p>Fails to hold self and other staff members accountable to the district's vision and policies.</p> <p>Fails to attend to federal, state, and local requirements for program management.</p>	<p>Accepts current policies and procedures but does not advance the improvement of teaching and learning.</p> <p>Monitors alignment between practice and policy in specific program areas with federal, state, and local requirements.</p> <p>Begins to coordinate and align practices in schools and the central office.</p>	<p>Consistently aligns policies, procedures and legal responses to the district's vision of high levels of achievement for all.</p> <p>Actively participates in annual review and revision of board policies related to teaching and learning.</p> <p>Regularly monitors system-wide alignment of programs and practices with the district's policies and vision as well as federal and state requirements.</p> <p>Intentionally and frequently communicates clarity, commitment, and consistency in identified district practices across schools.</p>	<p>Sustains a strong relationship between policy and program coherence and student success.</p> <p>Contributes to and sustains the importance of alignment of practice with the district's vision and policies as well as federal, state, and local program requirements.</p> <p>Consistently promotes and communicates a high level of commitment to identified district improvement practices as evident across all schools and departments.</p>

## CRITERIA 3

### CLEAR AND COLLABORATIVE RELATIONSHIPS

*Central office administrators foster community engagement that promotes and supports student learning.*

- 3.1 Professional Culture and Collaborative Relationships
- 3.2 Clear Understanding of School and District Roles and Responsibilities
- 3.3 Engaging the Community and Managing the External Environment

### FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Contributes to a culture of mutual respect and trust recognizing and valuing the diversity of all stakeholders.</p> <p>Develops data-driven, collaborative learning communities at the central office department and school levels.</p> <p>Communicates effectively to inform and build community support for schools and the district.</p> <p>Facilitates collaborative work groups and uses conflict resolution strategies to reach solutions.</p> <p>Identifies and engages key communicators—parents, students, civic, and business leaders.</p> <p>Communicates student learning goals and progress to the community using a variety of venues and strategies.</p> <p>Develops a district-wide system to gather community and parent information regarding the individual schools and district performance.</p> <p>Keeps abreast of the external factors (political, economic, and cultural) shaping the school community.</p>	<p>Demonstrates trust, openness, and respect in all relationships and processes.</p> <p>Promotes access to high-functioning professional learning communities and/or inquiry-based practices using effective protocols and processes.</p> <p>Names and celebrates successes of staff and students.</p> <p>Facilitates difficult conversations and maintains confidentiality.</p> <p>Reduces tasks from administrators that are not directly related to achievement goals. Clarifies levels of decision-making authority.</p> <p>Provides training for leadership teams in strategies to build and promote strong school communities.</p> <p>Supports community and school/district partnerships.</p> <p>Helps school leaders to navigate through political, economic, and cultural factors affecting the school community.</p>	<p>Student, staff, principal surveys, interviews, and focus groups evidence.</p> <p>Celebration and recognition records and events.</p> <p>Organizational charts and decision-making matrixes.</p> <p>Artifacts of professional development programs and samples of communication instruments.</p> <p>Analysis of communication plans and artifacts.</p> <p>Calendar of active participation in key community organizations.</p> <p>List of contacts with key leaders of community.</p> <p>Documents of student progress and performance results (i.e., annual reports of state and local assessments, school/district improvement plans, survey data).</p>

**CRITERIA 3  
CLEAR AND COLLABORATIVE RELATIONSHIPS**

**RUBRIC**

**3.1 Professional Culture and Collaborative Relationships**

*Relationships with stakeholders at all levels are characterized by trust and developed through intentional structures and processes that support data-driven collaboration.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Fails to foster trust and acts of sabotage are evident.</p> <p>Disregards and ignores new ideas.</p> <p>Neglects to foster a team concept.</p> <p>Conversations focus on adult needs and clarifying minimum requirements.</p> <p>Fails to expand efforts beyond the status quo.</p> <p>Fosters a climate of competition with unhealthy interactions among staff.</p>	<p>Interacts with staff members in a congenial manner.</p> <p>Responds to expectations with respectful compliance.</p> <p>Establishes pockets of trust, respect, and collaboration in the district.</p> <p>Engages in efforts to address divisiveness and sabotage.</p> <p>Develops norms, structures, and processes for fostering data-driven collaboration in some settings.</p> <p>Develops the opportunity for central office and school-based staff to comment or contribute to one another's programs or schools.</p>	<p>Establishes professional relationships marked by genuine collaboration around student learning.</p> <p>Freely communicates about successes and concerns.</p> <p>Fosters a high degree of competence, reliability, integrity, openness, and caring among staff.</p> <p>Develops strategies for central office and school-based staff to successfully problem-solve and share the work of reform.</p> <p>Develops norms, structures, and processes to foster data-driven collaboration across all levels.</p> <p>Creates an atmosphere of ownership for the success of all students in the district.</p>	<p>Exhibits risk-taking and courage in challenging conventional thinking to advance the work of the district.</p> <p>Assures effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for all students.</p>

**CRITERIA 3**  
**CLEAR AND COLLABORATIVE RELATIONSHIPS**

**RUBRIC**

**3.2 Clear Understanding of District and School Roles and Responsibilities**

*Acts and recognizes mutually reinforcing roles of central office staff and school staff to benefit all students. Balances centralized authority and department/school autonomy to advance continuous improvement of teaching and learning.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Fails to understand roles and responsibilities for district improvement and continues past practices.</p> <p>Does not use consistent and transparent decision-making practices.</p> <p>Fails to establish balance between district and department/school autonomy.</p> <p>Fails to participate in school improvement planning efforts.</p>	<p>Begins to share a common understanding of roles and responsibilities for improvement at district and school levels.</p> <p>Begins to implement the district decision-making framework.</p> <p>Demonstrates a limited understanding of parameters for department/school autonomy with accountability.</p> <p>Attends department and school improvement team meetings.</p>	<p>Demonstrates a clear understanding of roles and responsibilities for advancing continuous district and school improvement.</p> <p>Consistently implements the district decision-making framework.</p> <p>Assures district decision-making model clearly links autonomy and accountability to the improvement of student learning at all levels.</p> <p>Consistently supports planning, improvement, and problem-solving efforts to improve teaching and learning.</p>	<p>Demonstrates a powerful and consistent commitment to collaborative team leadership.</p> <p>Consistently contributes to collaboratively improving the district decision-making framework and communicates it throughout the system.</p> <p>Consistently reviews identified indicators that the district decision-making model is leading to improved learning for all students.</p> <p>Creates and promotes a culture of mutual empowerment and appreciation among and between staff at all levels.</p>

**CRITERIA 3**  
**CLEAR AND COLLABORATIVE RELATIONSHIPS**

**RUBRIC**

**3.3 Engaging the Community and Managing the External Environment**

*Families and community partners are engaged in district efforts to improve learning for all students. Coordination takes place with local, state, and, federal officials to protect the interests of children in the district. External pressures that distract from the core work of teaching and learning are managed and minimized.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Makes little effort to know the community or to communicate with its citizens.</p> <p>Does not engage with local, state, and federal officials to protect the interests of children in the district.</p> <p>Unaware of external factors and has no network of community contacts.</p> <p>Does not recognize conflict when apparent and does not view his/her role to assist in resolving it.</p> <p>Does not recognize the need to engage key communicators or possess the skills to assist in engaging them.</p>	<p>Interacts with some community members and attends some community activities.</p> <p>Engages with some local, state, and federal officials as appropriate to protect the interest of children in the district.</p> <p>Assists principals and other administrators in identifying conflict within the school community and participates in seeking solutions.</p> <p>Provides support for some families in behaviors that contribute to their children’s achievement.</p> <p>Begins to solicit external partners in efforts to support raising student achievement.</p>	<p>Leads in the community and communicates throughout the community.</p> <p>Uses knowledge of federal and state policies and regulations to leverage support for district and school improvement efforts.</p> <p>Implements positive conflict resolution techniques to diffuse situations.</p> <p>Protects the priority of improving instructional practice and keeps internal and external distractions at a minimum.</p> <p>Provides leadership to engage all families and community partners in raising student achievement.</p> <p>Engages in positive, mutually beneficial contacts with local, state, and federal agencies and other civic and educational organizations to promote the vision of the district.</p>	<p>Assumes a leadership role advancing the vision of the district advocating for the needs of children within the local community.</p> <p>Proactively identifies, minimizes, and/or eliminates barriers to the improvement of teaching and learning.</p> <p>Actively promotes support for children coming to school ready to learn and achieve.</p> <p>Successfully motivates external partners to contribute their support to the district’s vision and mission.</p> <p>Develops and engages in strategies to influence state and federal policy.</p>

## CRITERIA 4

### Supervision and Evaluation

- 4.1 Clear understanding of the Evaluation Framework
- 4.2 Clear understanding of the role of a Central Office Administrator
- 4.3 Coordinated and Job-Embedded Professional Development
- 4.4 Attendance and Professionalism

#### FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Demonstrates knowledge and Communicates the Evaluation Framework effectively</p> <p>Develops district wide Systems in alignment with the district goals along with collective bar agreements.</p> <p>Develops and coaches staff to enhance daily instructional and non-instructional practices</p> <p>Identifies essential professional development opportunities to enhance teacher performance and practice.</p> <p>Keeps abreast of data trends (internal and external) relative to best practices in evaluation &amp; supervision.</p> <p>Maintains the highest expectation of staff regarding attendance and performance.</p> <p>Establishes clearly defined goals, encouraging staff to contribute to the development of the goals.</p> <p>Assumes responsibility for the implementation of Board Policies, administrative directives, and State law and rules.</p>	<p>Demonstrates Competency in the four domains for professional development workshops, curriculum developed sessions, etc.</p> <p>Promotes the creation of protocols and processes to guide instructional frameworks at the school level.</p> <p>Providers training for LT and content pedagogy and effective operations.</p> <p>Facilitates self-assessments and root cause analysis with Leadership Team to enhances practice and ultimately student achievement.</p> <p>Monitors efforts in meeting direct and school educational goals.</p> <p>Assists in effectively implementing and supervising programs for which responsible, pursuant to law.</p>	<p>Documentation of specifics protocols and processes developed to support school wide improvement practices and daily classroom instruction.</p> <p>Documentation of Professional Development offerings and artifacts to support district and specific school improvement planning.</p> <p>Collects and analyzes changes in teacher practice and student achievement to adjust subsequent professional development and workshop topics.</p> <p>Documentation that employee carries out performance responsibilities as per job description.</p>

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**Supervision and Evaluation**

**RUBRIC**

**4.1 Clear understanding of the Evaluation Framework**

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Demonstrates little to no knowledge of the evaluation framework.</p> <p>Does not communicate expectations clearly in writing and/or verbally.</p> <p>Unaware of critical attributes associated with employee performance.</p> <p>Does not adhere to established timelines for evaluation of staff</p> <p>All staff evaluations are not completed</p> <p>Provides no feedback to staff on evaluations</p>	<p>Demonstrates a general understanding of the evaluation framework, but is not always clear of the critical attributes associated with each component.</p> <p>Communicates expectations partially in writing and/or verbally. Communications are not sufficient for someone requiring support to take corrective action.</p> <p>Generally aware of the critical attributes associated with the evaluation framework.</p> <p>Somewhat adheres to timelines for evaluation of staff</p> <p>Some but not all staff evaluations are completed</p> <p>Provides staff partial feedback on evaluations</p>	<p>Demonstrates a general understanding of the evaluation framework.</p> <p>Effectively communicates expectation in writing and/or verbally. Communications are sufficient for someone requiring support to take corrective action.</p> <p>Aware of the critical attributes associated with the evaluation framework.</p> <p>Evaluates staff according to the established timelines</p> <p>All staff evaluations are completed</p> <p>Provides staff feedback on evaluations</p> <p>Encourages staff professional growth.</p>	<p>Demonstrates a complete and full understanding of the evaluation framework.</p> <p>Effectively communicates expectations in writing and/or verbally. Communications are detailed and comprehensive. Individuals requiring support are able to professional enhance practice as a result of the communication.</p> <p>Highly aware of the critical attributes associated with the evaluation Framework.</p> <p>Staff Evaluations are completed according to the established timelines</p> <p>All staff evaluations are completed</p> <p>Provides staff quality feedback on evaluations.</p> <p>Acknowledges or commends the accomplishments of employees. Encourages staff professional growth.</p>

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**4.2 Clear understanding of the role of a Central Office Administrator.**

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Demonstrates little or no knowledge of how to align and implement the educational programs to the Districts vision and goals.</p> <p>Unaware of the impact that leadership, supervisory, and administrative skills have on the educational development of each student.</p> <p>Demonstrates no knowledge of how to communicate and collaborate with all stake holders regarding progress with school improvement.</p> <p>Unaware that all staff members require professional development that should have an impact on improving student learning.</p>	<p>Demonstrates a general understanding of the alignment and implementation of educational programs, but is unclear of how to plan according to the Districts vision and goals.</p> <p>Has a vague understanding of leadership, supervisory, and administrative skills that promotes the educational development of each student.</p> <p>General knowledge of how to communicate and collaborate with all stake holders regarding progress with school improvement.</p> <p>Demonstrates a basic understanding that all staff members require professional development but is unsure of the impact it should have on improving student learning.</p>	<p>Demonstrates a general understanding of the alignment and implementation of educational programs, plans and resources with the Districts vision and goals.</p> <p>Aware of leadership, supervisory, and administrative skills that promotes the educational development of each student.</p> <p>Recognizes the need to communicate effectively and collaborate with all stake holders regarding progress with school improvement.</p> <p>Demonstrates a general understanding that all staff members require professional development that directly enhances their performance to improve student learning.</p>	<p>Demonstrates a complete understanding of the alignment and implementation of educational programs, plans and resources with the Districts vision and goals.</p> <p>Provides effective leadership, supervisory, and administrative skills that promotes the educational development of each student.</p> <p>Demonstrates a complete understanding of a culture that produces relationships among stakeholders charged with supporting targeted change results in intended improvements/changes consistent with the districts vision and goals</p> <p>Recognizes that all staff members require professional development that directly enhances their performance to improve student learning.</p>



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**4.3 Coordinated and Job-Embedded Professional Development**

*The learning needs of students drive professional development programming in the district. The continuous improvement of practice is expected, supported, and monitored through ongoing, job-embedded professional development.*

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Fails to provide long-term plan, based on data that guides the content and process of professional development.</p> <p>Fails to provide clear plan for induction and mentoring of teachers, leaders, and staff new to the profession.</p> <p>Does not follow through with implementation of professional development provided.</p> <p>Fails to provide for coaching to improve professional practice.</p>	<p>Makes professional development plans independently from student achievement results.</p> <p>Provides limited connections between relationship among individual, school, and district professional development plans and activities.</p> <p>Provides assistance to teachers, leaders, and staff new to the profession through beginning-of-the- year induction training and a relationship with an experienced colleague.</p> <p>States expectations for changes in practice but does not monitor closely.</p> <p>Provides for intermittent coaching on a voluntary basis as follow up to professional development activities.</p>	<p>Develops a long-term, data-driven plan based on school and district goals.</p> <p>Provides district structures to enable professional collaboration, inquiry, and learning for educators at the district and school levels.</p> <p>Provides all staff in new roles and substitutes with a multi-year program enabling their successful implementation of district curriculum and instructional practices.</p> <p>Clarifies and systematically monitors expected changes in practice and expected effects on student learning.</p> <p>Ensures that over time, all staff members receive coaching from trained leaders and/or coaches to improve content knowledge and practices that result in improved student achievement.</p>	<p>Provides evidence of implementation and impact that shows a clear relationship between professional adult learning and improved student achievement.</p> <p>Ensures structures and resources are in place to continually implement and refine professional collaboration, inquiry, instructional, and leadership coaching.</p> <p>Consistently provides for formal and informal coaching so that all staff members are engaged in learning conversations to continuously improve practice.</p>

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**RUBRIC**

**4.4 Attendance and Professionalism**

<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p>Exhibits negative attitude in the performance of job duties. Does not work well with others. Not a team player.</p> <p>Unaware of all elements of the job description. Performs only the minimum aspects of the job.</p> <p>Never engages or motivates staff to perform their duties.</p> <p>Never reports to the work location on time. Task left undone.</p> <p>Does not adhere to board policies and regulations</p>	<p>Exhibits undesirable attitude in the performance of job duties. Works selectively with others.</p> <p>Aware of all the elements of the job description but performs only the minimum requirements of the job description.</p> <p>Sometimes engages or motivates staff to perform their duties.</p> <p>Periodically late to the work location. Completes tasks.</p> <p>Knowledgeable of Board policies and regulations but sometimes fails to follow.</p>	<p>Approaches job duties with a positive attitude. Works as a team player</p> <p>Knowledgeable of the duties required of the job. Works within the scope of job duties.</p> <p>Engages and motivates staff in the performance of their duties.</p> <p>Demonstrates attendance requirement and is routinely present at the work location. Completes all task.</p> <p>Follows procedures and regulations as related to Board policy.</p>	<p>Exhibits a positive attitude and a willingness to cooperate with all stakeholders. Works collaborately as a team player.</p> <p>Very knowledgeable of the duties of the job, works beyond the scope of duties to accomplish tasks.</p> <p>Engages and motivates staff in the performance of their duties. Celebrates staff accomplishments.</p> <p>Demonstrates enthusiasm for the job. Shows courtesy and consideration when collaborating with others.</p> <p>Follows procedures and regulations as related to Board policy.</p> <p>Outstanding &amp; punctual attendance.</p> <p>Demonstrates punctuality in reporting to the work location. Maintains an acceptable attendance record.</p>