



MSAD #6 Administrator Evaluation Framework

Adapted from the MPA Supervision and Evaluation Committee's
Principal Evaluation System

Administrator: _____

Date: _____

Introduction

School districts, educational organizations, state governments, and the federal government recognize not only the key role that principals play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, *How Leadership Influences Student Learning* (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

All Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators (teachers and principals) for full implementation by the 2015-2016 school year. The elements of an approved PE/PG system must include:

- Standards of professional practice by which teachers and principals are evaluated;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches consequences to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The Maine Principals' Association (MPA) Supervision and Evaluation Committee took the initiative to review existing models of principal evaluation, and to develop a tool that incorporates performance-based standards *and* a process to ensure professional growth. Therefore, the committee offers the following Principal Evaluation System for use by school administrative units in full or with revisions made at the local level.

This document is based on the **ISLLC Standards**. To create the framework, the committee used *Rethinking Principal Evaluation* (2012), the comprehensive, research-based framework for principal evaluation system, resulting from a two-year initiative of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) in developing the six key domains. Those two organizations collaborated in order to give principals a voice in response to the national focus on revised teacher and principal evaluation systems that are tied to student achievement. In addition, the committee relied on *The Marzano School Leadership*

Evaluation Model (2012) and New Leaders Principal Evaluation Handbook (2012) for measurement examples and rubric language.

There are six key domains of principal leadership incorporated into this model:

- *Professional Growth and Learning*
- *Student Growth and Achievement*
- *School Planning and Progress*
- *School Culture*
- *Professional Qualities and Instructional Leadership*
- *Stakeholder Support and Engagement*

This is only a first step. We need to ensure that evaluation systems are used consistently and with integrity in order to have valid performance results. In fact, the *Rethinking Principal Evaluation* report states: “Existing research does suggest that the quality of **how** principal evaluations are conducted might be even more important than the content of **what** the evaluations contain.” Without question, the evaluation process should result in a clear path to improved performance.

The committee asserts that this system is a valid and authentic measurement system by which superintendents and other school leaders can accurately assess the effectiveness of administrators. The committee also recognizes the recent trend of holding administrators accountable strictly for student achievement data and instead proposes this more balanced system whereupon administrators ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. The committee recognizes that the six domains that frame this system comprise the spheres of influence that an administrator can reasonably claim.

The framework builds on the six domains recommended in NAESP and NASSP’s *Rethinking Principal Evaluation* framework by creating standards and rubrics linked to these domains. This framework includes:

- *Description of the process*
- *Description of each domain*
- *Formal evaluation tool with standards and rubrics*
- *Self-reflection tool*
- *An annual timeline/work flow involving the administrator and supervisor*

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring an administrator's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The administrator is recognized as a school leader who continually improves his or her practice.

Standards:

1. The administrator develops a professional growth and learning plan to improve his or her professional practice.
2. The administrator engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The administrator demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the administrator and his or her evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities within the district, state, and nation.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Ineffective
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measureable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of school data.	Plan lacks SMART elements and includes limited forms of data.	Does not write an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

- _____ Professional Growth and Learning Plan
- _____ Engagement and Monitoring of Plan
- _____ Self-Reflection

Comments:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the administrator's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The administrator collects and analyzes data and information utilizing assessment and accountability systems.
2. The administrator ensures that clear and measureable school goals are established and focus on improving student achievement.
3. The administrator ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.
4. The administrator ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the administrator identifies an issue that exists within the school. Working together with staff, the administrator develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which an administrator achieves school achievement goals.
4. The degree to which an administrator achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Rubric for Domain 2: Student Growth and Achievement

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Ineffective
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measurable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Student Growth and Achievement

- _____ Data Collection and Analysis
- _____ Goals for School Achievement
- _____ Goals for Student Achievement
- _____ Program and Intervention Practices

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the administrator's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The administrator collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The administrator monitors and evaluates progress and revises school improvement plans.
3. The administrator ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The administrator develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, Aimsweb data, NECAP data, Smarter Balanced scores, PBIS, AP scores, student work samples, formative and summative teacher-administered test data, use of school-wide rubrics, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Administrator self-reports.
5. District records.
6. Teacher and staff interviews and focus groups.

Rubric for Domain 3: School Planning and Progress

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Ineffective
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a SIP.
Monitors SIP	Continually monitors the SIP with staff to ensure SIP implementation.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of SIP implementation.	Does not monitor SIP.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written curriculum has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

- _____ School Improvement Plan
- _____ Monitoring School Improvement Plan
- _____ Rigorous and Coherent Curriculum
- _____ Instructional Capacity and Development of Staff

Comments:

Domain 4: School Culture

Descriptor: This domain focuses on the administrator's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The administrator promotes and protects the welfare and safety of students and staff.
2. The administrator obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The administrator develops the capacity for distributed leadership.
4. The administrator acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of administrator performance.
2. Observations.
3. Recruitment and retention of faculty and students.
4. Stakeholder participation in school activities, clubs, or functions.
5. Stakeholder involvement in other school or community events.
6. Attendance rates, discipline rates.
7. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Ineffective
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Ongoing monitoring of staff's perception.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishments.

Score for Domain 4: School Culture

- _____ Routines and Procedures for a Safe and Orderly Environment
- _____ Management of Fiscal, Operational, and Technological Resources
- _____ Distributed Leadership and Collaboration
- _____ Recognition of Success

Comments:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures an administrator’s leadership knowledge, skills, and behavior competencies as seen in their daily practice. Administrators’ professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The administrator supervises instruction.
3. The administrator monitors and evaluates the impact of the instructional program.
4. The administrator promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of administrator performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. School vision includes a focus on student academic achievement and health social/emotional development.
6. The degree to which an administrator achieves goals from Professional Growth Plan.
7. Observations by peers and evaluator of administrator’s practice.
8. Self-reflections from administrator.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Ineffective
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college readiness.	Develops a vision for high student achievement and college readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college readiness.
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Ineffective
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

- _____ Vision
- _____ Supervision and Evaluation of Faculty and Staff
- _____ Instructional Program
- _____ Integrity and Ethics

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the administrator's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The administrator promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The administrator builds and sustains positive relationships with families and caregivers.
3. The administrator builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of administrator performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the school.	Ensures that community input is considered in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

- _____ Understanding the Community
- _____ Relationships with Families
- _____ Relationships with Community Members

Comments:

Assigning an Evaluation Rating

Each administrator annually receives summative rating in one of 4 levels:

1. *Highly Effective*
2. *Effective*
3. *Needs Improvement*
4. *Ineffective*

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced administrators and the goal for new administrators or those administrators performing at the Needs Improvement level. Proficient administrators demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Needs Improvement ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Needs Improvement level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated Needs Improvement is expected. If, by the end of 3 years, performance is still at Needs Improvement, there is cause for concern.

Ineffective ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Ineffective* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. **Review all evidence collected.**
2. **For each of the six domains, determine the rating (*Highly Effective, Effective, Needs Improvement, and Ineffective*) that matches the preponderance of evidence. Use the table below to determine a rating in each domain.**

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Needs Improvement (2)</i>	<i>Ineffective (1)</i>
Highly Effective on at least 3/4 or 2/3 standards within the domain AND No rating below Effective on any Standard	At least Effective on at least 3/4 or 2/3 standards within the domain AND No rating below Needs Improvement on any Standard	At least Needs Improvement on all standards within the domain OR Ineffective on 1 standard and Effective/Highly Effective in all other standards within the domain	Ineffective on at least 2 standards

3. Determine the Instructional/Professional Practice Rating.

- Professional Growth and Learning
- Process for Increased Student Growth and Achievement
- School Planning and Progress
- School Culture
- Professional Qualities and Instructional Leadership
- Stakeholder Support and Engagement

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Needs Improvement (2)</i>	<i>Ineffective (1)</i>
Highly Effective in at least 4/6 Domains AND No rating below Effective in any Domain	At least Effective in at least 4/6 Domains AND No rating below Needs Improvement in Any Domain	At least Needs Improvement in all domains OR Ineffective in 1 Domain and Effective/Highly Effective in all other Domains	Ineffective in at least 2 Domains

Overall Instructional/Professional Practice Rating: _____

4. Determine the Student Growth Measures Rating using the Student Growth Scale.

Student Growth Scale

Number of Teachers: _____ Number of Teachers meeting Student Growth Goal: _____

90- 100%= 4 75- 89%= 3 60- 74%= 2 <60%= 1

Overall Student Growth Rating: _____

5. Determine the Overall Summative Effectiveness Rating using the following formula:

The overall score obtained in the Instructional/Practice Rating: _____ x .8
+ The overall score obtained in the Student Growth Measures Rating: _____ x .2

Overall Administrator Effectiveness Rating: _____ / 4

Implications Based on Level of Performance from Proficiency Standards and the Process for Identifying Professional Development

“Highly Effective” or “Effective”

Administrators performing at the “*highly effective*” or “*effective*” level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year’s goals.

Administrators whose evaluation ratings are in the “*highly effective*” or “*effective*” range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in NGSS) or explore an area outside one of the domains (e.g. technology).

“Needs Improvement” or “Ineffective”

At the end of the probationary period, an administrator is expected to be effective in all six domains. Performance rated “Needs Improvement” or “Ineffective” for non-probationary administrators is cause for concern,

An Administrator who receives a “*needs improvement*” rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Regular meeting times will be identified in the Professional Development Plan to discuss and monitor progress in growth areas.

An administrator with a score of “*ineffective*” in any domain in two consecutive school years or a score of “*needs improvement*” or “*ineffective*” in more than one domain for any single year

will develop, together with the evaluator, an Intensive Support Plan. The Intensive Support Plan will, at a minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, supportive resources, and the timeline for improving performance to the *effective* level. An administrator on an Intensive Support Plan who does not score effective in all six domains shall be considered for immediate release from district employment, unless otherwise specified by district policy or agreements. An administrator also may be considered for dismissal if he or she receives a "*ineffective*" rating on even one domain in any given year if sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

Administrator Evaluation Summative Rating Worksheet

Name: _____

Date: _____

School/Position: _____

Measure 1: Instructional/Professional Practice Domain Scores

- ___ Domain 1: Professional Growth and Learning
- ___ Domain 2: Process for Increased Student Growth and Achievement
- ___ Domain 3: School Planning and Progress
- ___ Domain 4: School Culture
- ___ Domain 5: Professional Qualities and Instructional Leadership
- ___ Domain 6: Stakeholder Support and Engagement

___ Total of all Domains divide by 6

___ Overall Instructional/Professional Practice Rating

Measure 2: Student Learning and Growth Scores

___ Student Growth Measure Rating

Overall Summative Effectiveness Rating

Instructional/Professional Practice Rating _____ x .8 = _____

Teachers' Student Growth Measure Rating _____ x .2 = _____

Overall Effectiveness Rating = _____

Evaluator's Recommendations

Here, include recommendation for continued hire, intensive support plan, or non-renewal; may include commendations and recommendations for next steps/future growth

Administrator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Note: Administrator's signature confirms that you have had the opportunity to read this report, and that you have been given a copy. It does not indicate agreement with the report. You may add comments to this report, as you deem appropriate.

MSAD 6 Annual Timeline/Workflow

Month	Activity/Actions
January/February	Meet with evaluator to review goal previously agreed upon in previous spring with reflection and set new goals
September/October	Meet with evaluator to review goals established and discuss progress
November	Between 11/1 and 01/01, administrator gathers 3 to 5 pieces of evidence in support of goal
December	<ul style="list-style-type: none"> -During district administrator meeting, each administrator will share their work with a small group of colleagues to discuss progress and evidence towards goal -Conduct survey: Stakeholder Feedback on Leadership Practice
January	<ul style="list-style-type: none"> -Administrator meets with evaluator to share and discuss evidence -Administrator completes self-evaluation -Administrator meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards