

TISD - Administrator Evaluation

Administrator's Name: _____ **Name:** _____ **Date:** _____ **Position:** _____

Evaluator's Name: _____

Domain 1: Results

Component / *Elements	1 Unsatisfactory - Ineffective	2 Basic - Minimally Effective	3 Proficient - Effective	4 Distinguished - Highly Effective	Self Evaluation	Administrator Evaluation	
STUDENT ACHIEVEMENT (Based on student growth on academic measures)		Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or			
Evidence							
TEACHER PERFORMANCE (Based on student growth targets)		Shows improvement in the percentage of building teachers whose students meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or			
Evidence							
ACHIEVEMENT GAP REDUCTION/ELEMINATION (Based on meeting targets for achievement gap reduction)		Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or	Meets established goal(s) for the reduction of identified achievement gap for sub-groups of students on specified measures**; and/or	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or			
Evidence							
OVERALL DISTRICT PERFORMANCE (Based on improvement targets)		Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***			
Evidence							
Evaluator's Notes:							
Domain 1 : Results: ___ I ___ ME ___ E ___ HE					Page Average	0.0	0.0

TISD - Administrator Evaluation

Domain 2: Leadership

Component / *Elements	1 Unsatisfactory - Ineffective	2 Basic - Minimally Effective	3 Proficient - Effective	4 Distinguished - Highly Effective	Self Evaluation	Administrator Evaluation	
VISION FOR LEARNING AND ACHIEVEMENT Personal:		Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity			
Evidence							
VISION LEARNING AND ACHIEVEMENT Shared:		Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation based on valid measures of success			
Evidence							
LEADERSHIP BEHAVIOR FACTORS Informed:		Uses valid data, information and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results			
Evidence							
LEADERSHIP BEHAVIOR FACTORS Strategic & Systemic:		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals			
Evidence							
LEADERSHIP BEHAVIOR FACTORS Fair, Legal, Honest, Ethical, and Profession:		Conducts his/her work in a fair, legal, and ethical manner	And holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct			
Evidence							
LEADERSHIP BEHAVIOR FACTORS Resilient:		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renew personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal			
Evidence							
Administrator's Notes:							
Evaluator's Notes:							
Domain 2 : Leadership: ___ I ___ ME ___ E ___ HE					Page Average	0.0	0.0

TISD - Administrator Evaluation

Domain 3: Programs

Component / *Elements	1 Unsatisfactory - Ineffective	2 Basic - Minimally Effective	3 Proficient - Effective	4 Distinguished - Highly Effective	Self Evaluation	Administrator Evaluation	
HIGH QUALITY/FIDELITY/RELIABILITY INSTRUCTIONAL PROGRAM Curriculum:		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	And assist staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents			
Evidence							
HIGH QUALITY/FIDELITY/RELIABILITY INSTRUCTIONAL PROGRAM Instruction:		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	And assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students			
Evidence							
HIGH QUALITY/FIDELITY/RELIABILITY INSTRUCTIONAL PROGRAM Assessment:		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices			
Evidence							
SAFE, EFFECTIVE, AND EFFICIENT SCHOOL OPERATIONS Policies, Laws, and Procedures:		Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations			
Evidence							
SAFE, EFFECTIVE, AND EFFICIENT SCHOOL OPERATIONS Systems, Processes, and Procedures:		Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures			
Evidence							
SAFE, EFFECTIVE, AND EFFICIENT SCHOOL OPERATIONS Resource Allocation and Management:		Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals			
Evidence							
Administrator's Notes:							
Evaluator's Notes:							
Domain 3 : Programs: ___ I ___ ME ___ E ___ HE					Page Average	0.0	0.0

TISD - Administrator Evaluation

Domain 4: Processes

Component / *Elements	1 Unsatisfactory - Ineffective	2 Basic - Minimally Effective	3 Proficient - Effective	4 Distinguished - Highly Effective	Self Evaluation	Administrative Evaluation	
COMMUNITY BUILDING Relationships:		Forms relationships with staff, students, families, and the broader school community	And is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse community	And works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school			
Evidence							
COMMUNITY BUILDING Inclusion:		Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community - involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued			
Evidence							
COMMUNITY BUILDING Communications:		Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communications with parents, community, and media while involving parents in their child's education			
Evidence							
EVIDENCED BASED AND DATA INFORMED DECISION MAKING Collaborative Inquiry Process:		Creates school routines to examine and question student and school results	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work			
Evidence							
EVIDENCED BASED AND DATA INFORMED DECISION MAKING Systemic Use of Multiple Data Sources:		Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence based strategies to achieve the school improvement goals	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies			
Evidence							
EVIDENCED BASED AND DATA INFORMED DECISION MAKING Data Systems:		Is knowledgeable about and sets clear expectations for staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring			
Evidence							
Administrator's Notes:							
Evaluator's Notes:							
Domain 5 : Systemss: ___I ___ME ___E ___HE					Page Average	0.0	0.0

TISD - Administrator Evaluation

Domain 5: Systems

Component / *Elements	1 Unsatisfactory - Ineffective	2 Basic - Minimally Effective	3 Proficient - Effective	4 Distinguished - Highly Effective	Self Evaluatio n	Administ rator Evaluatio
TECHNOLOGY INTEGRATION AND COMPETENCE Personal Use of Technology:		Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	<i>And</i> models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	<i>And</i> learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology		
Evidence						
TECHNOLOGY INTEGRATION AND COMPETENCE Learning and Teaching with Technology:		Ensures that staff have the support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	<i>And</i> assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	<i>And</i> provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results		
Evidence						
TECHNOLOGY INTEGRATION AND COMPETENCE Leadership for Technology:		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And</i> works with staff to identify evidence based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	<i>And</i> provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results		
Evidence						
HUMAN CAPACITY Professional Development:		Develops a personal growth plan and assist staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	<i>And</i> establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	<i>And</i> works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results		
Evidence						
HUMAN CAPACITY Leadership Development:		Involves staff in school decision making processes and recognizes staff leadership	<i>And</i> helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	<i>And</i> identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school		
2						
HUMAN CAPACITY Performance Development:		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	<i>And</i> works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	<i>And</i> involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process		
Evidence						
HUMAN CAPACITY Productivity:		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	<i>And</i> makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	<i>And</i> differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity		
Evidence						
Administrators Notes:						
Evaluators Notes:						
Domain 5 Systems: ___ I ___ ME ___ E ___ HE					Page Average	
From the Key Elements of Implementation Science (MI3=Michigan's Integrated Improvement Initiative)					0.0	0.0