



### TISD - LEA Administrator Evaluation

<b>Administrator's Name:</b>		<b>Date:</b>		<b>Position:</b>		
<b>Evaluator's Name:</b>						
Component / *Elements	1 Ineffective	2 Basic - Minimally Effective	3 Developed - Effective	4 Extended - Highly Effective	Self Evaluation	Administrator Evaluation
DEPENDABILITY	Is inconsistent with timely completion of job responsibilities even with close supervision.	Is consistent with timely completion of job responsibilities, but requires supervision to sustain consistency.	Is consistent with timely completion of job responsibilities without supervision.	Independently creates and/or refines processes for completing job responsibilities in a timely		
Evidence						
QUALITY OF WORK	Work frequently contains errors, omissions, or other indicators of low quality. Fails to correct problems of work quality even with supervisor feedback.	Work occasionally contains errors, omissions, or other indicators of low quality. Corrects problems of work quality with supervisor feedback.	Work rarely contains errors, omissions, or other indicators of low quality. Finds and corrects problems of work quality without supervisor feedback.	Consistently produces high quality work without supervision. Independently develops ways to improve the quality of work.		
Evidence						
JOB KNOWLEDGE	Does not demonstrate the basic knowledge and/or skills to effectively carry out core job responsibilities. Shows low interest or initiative toward improving knowledge and skills related to core job responsibilities.	Demonstrates basic levels of knowledge and/or skills to effectively carry out core job responsibilities. Accepts opportunities to improve knowledge and/or skills to enhance job performance when initiated by supervisor.	Demonstrates high levels of knowledge and/or skills to effectively carry out core job responsibilities. Independently seeks out opportunities to improve knowledge and/or skills to enhance job performance.	Demonstrates levels of knowledge and skill beyond what is required to effectively carry out core job responsibilities. Independently develops knowledge and/or skills to improve job performance and assists in developing the knowledge and/or		
Evidence						
RESPONSE TO CHALLENGES	Responds to challenging situations and/or areas of potential conflict with anger, aggression, lack of tack, disrespect, and/or immaturity .	Avoids responding with anger and/or aggression, but sometimes needs redirection on how to handle challenging situations or areas of potential conflict.	Responds to challenging situations and areas of potential conflict with tack, respect, maturity and contributes to resolving the problem.	Assists in resolving and/or preventing conflict by facilitating constructive dialogue and focusing on and facilitating problem solving.		
Evidence						
ETHICS AND INTEGRITY	Allows self to behave in unethical or dishonest ways. Resists supervision on issues of ethics and honesty.	Avoids unethical and/or dishonest behavior. Relies on supervisors to address issues of unethical or dishonest behavior among co-workers.	Consistently behaves in an ethical and trustworthy manner. Discourages unethical or dishonest behaviors among co-workers.	Models highly ethical and trustworthy behaviors. Helps create a culture of highly ethical and trustworthy behavior.		
Evidence						
Evaluator's Notes:						
Administrator's Notes:						
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COOPERATION WITH COWORKERS	Demonstrates confrontational, disrespectful and/or uncooperative behaviors in working with coworkers.	Avoids overtly confrontational, disrespectful and/or uncooperative behavior in working with coworkers, but does not make much effort to engage or cooperate with others.	Maintains a cooperative, respectful, and friendly demeanor in working with co-workers.	Models positive, cooperative, respectful, and supporting behaviors in working with co-workers and actively contributes to a positive working environment.			
Evidence							
INTERACTIONS WITH COWORKERS	Is highly critical of others in the work place.	Avoids criticism, but rarely finds ways to complement and acknowledge the contributions of others.	Offers constructive feedback and acknowledges the contributions of others.	Helps create a climate of constructive feedback and appreciation of the contributions of all coworkers.			
Evidence							
HANDLING OF CONCERNS	Handles personal concerns in a manner that breaches confidentiality, fails to follow established channels for resolution, and/or encourages unrest among coworkers.	Handles personal concerns in a confidential, nondisruptive manner, but needs direction on how to follow established channels for achieving resolution.	Handles personal concerns in a confidential, nondisruptive manner, and follows established channels for achieving resolution.	Helps set the tone and model the way for others to handle personal concerns in a confidential, nondisruptive manner and follow established channels for resolution.			
Evidence							
PROFESSIONALISM	Does not maintain a level of professional dress and/or comportment consistent with the organizational standard.	Maintains a level of professional dress and comportment consistent with the organizational standard.	Maintains a level of professional dress and comportment consistent with the organizational standard and actively works to refine personal professional demeanor.	Models a level of professional dress and comportment at or above the organizational standard and contributes to a collaborative effort to refine the professional image of the office.			
Evidence							
LEADERSHIP	Avoids taking responsibility for self and own job. Avoids opportunities for leadership roles in the organization.	Accepts responsibility for self and own job. Accepts assigned leadership roles in the organization.	Shows leadership in carrying out personal role and responsibilities in the organization. Seeks out opportunities for leadership roles in the organization.	Takes initiative to develop personal leadership skills and capacities. Fosters a culture of shared responsibility and leadership in the organization and helps others develop leadership capacity.			
Evidence							
Administrator's Notes:							
Evaluator's Notes:							
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Component / *Elements	1 Ineffective	2 Basic - Minimally Effective	3 Developed - Effective	4 Extended - Highly Effective	Self Evaluation	Administ rator Evaluation	
INITIATIVE	Requires consistent supervision to carry out basic job responsibilities. Responds minimally or not at all to requests to assist in areas outside of core job responsibilities.	Requires only minimal supervision to carry out basic job responsibilities. Will go beyond basic job responsibilities and assist in areas outside of core job responsibilities when asked.	Resourceful in carrying out core job responsibilities. Will volunteer to assist in areas outside of core job responsibilities without being asked.	Resourceful in carrying out both core and extended job responsibilities. Finds ways to contribute to the broader goals and work of the organization.			
Evidence							
CREATIVITY	Carries out duties only as explicitly prescribed by someone else and/or is resistant to suggestions for improvement.	Implements duties as prescribed, is open to suggestions for how to improve upon the conduct of those duties, and occasionally initiates an improvement.	Consistently looks for and is open to suggestions for improvements to the conduct of job duties. Frequently, creates ways to improve on the conduct of job duties.	Frequently creates ways to improve on the conduct of own duties and on the conduct of broader organizational functions.			
Evidence							
PRODUCTIVITY	Slow worker. Frequently falls behind and does not seek out solutions for catching up.	Steady worker. May occasionally fall behind, but seeks out solutions and/or assistance from a co-worker or supervisor for catching up.	Efficient worker. Rarely falls behind, but if that happens, initiates or works with supervisor to make changes in work flow and processes to avoid falling behind in the future.	Innovative worker. Creates new ways of increasing productivity either for self, coworkers, or the broader operations of organization.			
Evidence							
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SUPERVISION	Fails to provide adequate oversight of staff performance and/or provide timely or constructive feedback.	Maintains oversight of staff performance, but has not refined the skills or processes for providing timely, constructive and effective performance feedback.	Provides staff with timely, constructive, and effective feedback to guide their development.	Provides staff with timely, constructive, and effective feedback to guide their development.		
Evidence						
VISION	Does not articulate a clear vision for area of responsibility.	Articulates a clear vision for area of responsibility, but has not established a shared sense of vision with staff or alignment of goals and strategies to that vision.	Articulates a clear vision for area of responsibility, a shared vision with staff, and alignment of goals and strategies to that vision.	Provides leadership and support for the creation of shared organizational mission and vision along with aligned goals and strategies.		
Evidence						
SYSTEMS AND PROCESSES	Is disorganized and/unstructured in own work and does not provide any structure for the work of others.	Has developed some basic systems and processes for managing own work and works with staff to help them develop systems and processes for their work.	Has refined systems and processes for own work and assists staff in refining systems and processes for their work.	Offers creative solutions to enhance the systems and processes for the broader organizational functions.		
Evidence						
CAPACITY DEVELOPMENT	Does not work with staff to identify performance growth areas and/or develop performance growth plans.	Works with staff to identify performance growth areas and performance growth plans, but is not consistent in monitoring the implementation of those plans.	Assists staff in identifying meaningful performance growth targets, developing effective performance growth plans, and monitoring both the implementation and impact of those plans.	Assists in assessing staff capacity for achieving the organizations mission, vision and goals. Assists in planning for staff growth and development in key capacity development areas.		
Evidence						
Administrator's Notes:						
Evaluator's Notes:						
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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.	Meets established goal(s) for the percentage of building students who meet student achievement targets on specified measures.	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets on specified measures.			
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.	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified measures.	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified measures.			
Evidence							
ACHIEVEMENT GAP REDUCTION/ELIMINATION (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.	Meets established goal(s) for the reduction of identified achievement gap for sub-groups of students on specified measures.	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures.			
Evidence							
OVERALL PROGRESS ON BUILDING SCHOOL IMPROVEMENT PLAN (Based on school 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							
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