*A summative evaluation is used for administrators in year three of the three-year cycle.*

*Administrator* Click here to enter text. *School Year(s)* Click here to enter text.

*Position:* Click here to enter text. *Location* Click here to enter text.

Current Contract Status: Part-time Probationary Continuing Contract

***Directions****: Evaluators use this form to maintain a record of evidence documented for each administrator performance standard. Evidence can be drawn from site visits, self-reported evidence, and other sources. This form should be maintained by the evaluator. This evaluation is shared at a meeting with the administrator held within appropriate timelines.*

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| **Performance Standard 1: Leadership**  *The administrator fosters the success of all stakeholders by facilitating the development, communication, implementation, and evaluation of a shared vision that leads to school improvement or department effectiveness.* | | | | |
| **Highly Effective**  *In addition to meeting the requirements for Effective...* | | **Effective**  *Effective is the expected level of performance.* | **Developing or**  **Needs Improvement** | **Ineffective** |
| The administrator actively and consistently employs innovative and effective leadership strategies that foster the maximization of student learning or department effectiveness and results in a shared vision that reflects excellence in schools or and department accomplishments. | | **The administrator fosters the success of all stakeholders by facilitating the development, communication, implementation, and evaluation of a shared vision that leads to school improvement or department effectiveness.** | The administrator inconsistently fosters the success of all stakeholders by facilitating the development, communication, implementation, or evaluation of a shared vision that leads to school improvement or department effectiveness. | The administrator does not foster the success of all stakeholders by facilitating the development, communication, implementation, or evaluation of a shared vision that leads to school improvement or department effectiveness. |
|  |  | |  |  |
| Comments (optional): | | | | |

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| **Performance Standard 2: Climate**  *The administrator effectively promotes the success of all stakeholders by consistently advocating for and sustaining an academically rigorous, positive and safe climate.* | | | |
| Highly Effective  *In addition to meeting the requirements for Effective...* | Effective  *Effective is the expected level of performance.* | Developing or  Needs Improvement | Ineffective |
| The administrator deeply and thoroughly promotes the success of all stakeholders by seeking out new opportunities or substantially improving existing programs to create an academically rigorous, positive, and safe climate. | **The administrator effectively promotes the success of all stakeholders by consistently advocating for and sustaining an academically rigorous, positive and safe climate.** | The administrator inconsistently promotes the success of all stakeholders by advocating for and sustaining a positive and safe climate. | The administrator does not promote the success of all stakeholders by advocating for and sustaining a positive and safe climate. |
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| Comments (optional): | | | |

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| **Performance Standard 3: Human Resource Management**  *The administrator fosters effective human resources management by assisting with selection, induction, support, evaluation, and retention of a quality workforce.* | | | |
| **Highly Effective**  *In addition to meeting the requirements for Effective...* | **Effective**  *Effective is the expected level of performance.* | **Developing or**  **Needs Improvement** | **Ineffective** |
| The administrator consistently demonstrates expertise in human resources management, which results in a highly- productive and quality work force. | **The administrator** **fosters effective human resources management by assisting with selection, induction, support, evaluation, and retention of a quality workforce.** | The administrator inconsistently assists with selection, induction, support, evaluation, and retention of a workforce. | The administrator inadequately assists with selection, induction, support, evaluation, and retention of a quality workforce. |
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| Comments (optional): | | | |

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| **Performance Standard 4: Organizational Management**  *The administrator is effective at organizational management and decision-making, coordinating operations and utilizing established resources.* | | | |
| **Highly Effective**  *In addition to meeting the requirements for Effective...* | **Effective**  *Effective is the expected level of performance.* | **Developing or**  **Needs Improvement** | **Ineffective** |
| The administrator is highly effective at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. | **The administrator** **is effective at organizational management and decision-making, coordinating operations and utilizing established resources.** | The administrator inconsistently supports, manages, or oversees the organization, operation, or use of resources. | The administrator inadequately supports, manages, or oversees the organization, operation, or use of resources. |
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| Comments (optional): | | | |

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| **Performance Standard 5: Communication and Community Relations**  *The administrator fosters the success of all stakeholders by communicating and collaborating effectively with stakeholders.* | | | |
| **Highly Effective**  *In addition to meeting the requirements for Effective...* | **Effective**  *Effective is the expected level of performance.* | **Developing or**  **Needs Improvement** | **Ineffective** |
| The administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders. | **The administrator** **fosters the success of all stakeholders by communicating and collaborating effectively.** | The administrator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders. | The administrator demonstrates inadequate or detrimental communication or collaboration with stakeholders. |
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| Comments (optional): | | | |

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| **Performance Standard 6: Professionalism**  *The administrator fosters the success of all stakeholders by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession***.** | | | |
| **Highly Effective**  *In addition to meeting the requirements for Effective...* | **Effective**  *Effective is the expected level of performance.* | **Developing or**  **Needs Improvement** | **Ineffective** |
| The administrator demonstrates professionalism beyond stated expectations, through extensive professional development, pristine ethnical conduct, and significant contributions to the profession. | **The administrator** **fosters the success of stakeholders by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.** | The administrator is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession. | The administrator shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession. |
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| Comments (optional): | | | |

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| **Performance Standard 7: Student Academic Progress or Program Progress**  *The administrator’s leadership results in acceptable, measurable student academic progress and /or program progress based on established standards.* | | | |
| **Highly Effective**  *In addition to meeting the requirements for Effective...* | **Effective**  *Effective is the expected level of performance.* | **Developing or**  **Needs Improvement** | **Ineffective** |
| In addition to meeting the standard, the administrator’s leadership results in a high level of student academic progress or program progress with all populations of learners or stakeholders. | **The administrator’s leadership results in acceptable, measurable student academic progress and /or program progress based on established standards.** | The administrator’s leadership results in student academic progress or program progress that inconsistently meets the established standards. | The administrator’s leadership consistently results in inadequate student academic progress or program progress on established standards. |
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| Comments (optional): | | | |

**Overall Evaluation Summary**

The overall summative rating will be rated to be “highly effective,” “effective,” “developing or needs improvement,” or “ineffective.”

1. If the administrator has an “ineffective” rating on one or more of the seven performance standards, the individual may receive an overall performance rating of “ineffective.”
2. If the administrator has three or more “developing or needs improvement” ratings from among the seven performance standards, the individual may be rated as “ineffective.”

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| --- | --- | --- | --- |
| Highly Effective | Effective | Developing or  Needs Improvement | Ineffective |

Commendations:

Areas Noted for Improvement:

Administrator’s Signature\*: Date:

\*Signifies that the administrator has read and received this report

Evaluator’s Signature: Date:

Evaluator’s Name: Click here to enter text.

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Superintendent’s Signature Date

Click here to enter text.

Superintendent’s Name