Administrator P-Scale Evaluation Handbook

Dr. Patrick K. Murphy
Superintendent

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Project Consultant

James H. Stronge, Ph.D.
Heritage Professor of Educational Policy, Planning, and Leadership
College of William and Mary
Williamsburg, Virginia

with assistance from:
Leslie W. Grant, Ph.D., College of William and Mary
Virginia Caine Tonneson, Ph.D., College of William and Mary
Xianxuan Xu, Ph.D., College of William and Mary

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

This evaluation handbook reflects mandates adopted by the Virginia Department of Education (VDOE), reflected in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* approved on February 23, 2012 to become effective July 1, 2013. These mandates necessitated revisions to the Arlington Public Schools (APS) Policy and Policy Implementation Procedure 35-7.3 Administrator and Non-Instructional Professional Staff Evaluations Evaluation System. This handbook will be reviewed by professional staff and revised as needed.

In this Handbook, "Administrator" refers to any staff included on the P-Scale listing in the APS Pay Plan. The term "Evaluator" is used throughout this Handbook to describe those who are assigned as evaluators of the P-Scale staff.

The Arlington Public Schools *Administrator Evaluation System* provides a balance between structure and flexibility. It defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility, thus allowing for creativity and individual initiative. The goal is to support the continuous improvement and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

APS MISSION

APS instills a love of learning in its students and prepares them to be responsible and productive global citizens.

APS VISION

APS is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with parents or guardians and the community.

Administrator Evaluation Vision

APS will provide every student with highly effective educators and support staff who have the necessary skills to positively impact various aspects of student learning and growth.

Administrator Evaluation Mission

The APS administrator evaluation system supports and maintains high quality educators and support staff resulting in student learning and growth by:

- establishing an environment of trust, collegiality, and collaboration;
- providing ongoing and meaningful feedback; and
- supporting administrators as they reflect on providing feedback and making connections for further professional learning and improved student or program achievement.

Purposes

The primary purposes of the Administrator Evaluation System are to:

- optimize support for student learning and growth,
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the administrator and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

The distinguishing characteristics of the Administrator Evaluation System are:

- benchmark behaviors for each of the administrator performance standards;
- a focus on the relationship between administrator performance and improved student learning or program growth as applicable;
- the use of multiple data sources for documenting performance, including opportunities for administrators to present evidence of their own performance as well as student or program growth as applicable;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases administrator's involvement in the evaluation process; and
- a support process for providing assistance when needed.

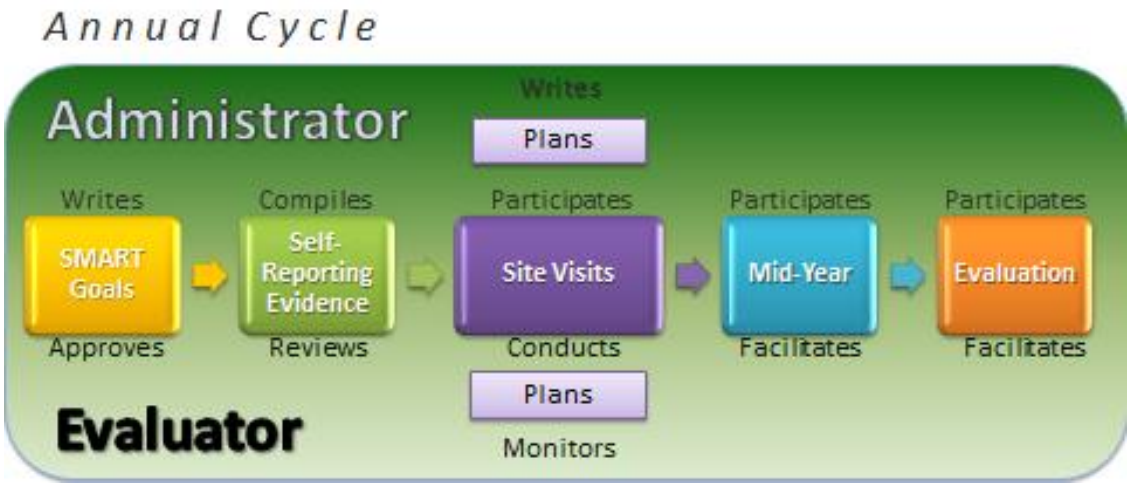
Overview of the APS Administrator (P-Scale) Evaluation Process

The APS Administrator Evaluation System has set requirements for all administrators. Figure 1 graphically provides an overview of the system.

As a part of the evaluation system, all administrators will:

- use the strategic plan and school or program data to set progress SMART (specific, measurable, appropriate, realistic but rigorous, and time limited) goals at the beginning of each school year when applicable. Student academic progress or program progress is 40% of an administrator's evaluation;
- reflect on the commentary provided by the evaluator through school or site visits;
- gather self-reporting evidence;
- summarize professional activities;
- participate in a mid-year review; and
- receive an evaluation at the end of the evaluation cycle.

Figure 1 APS Administrator Evaluation Overview



Cycles of Administrator Evaluation

Figure 2 includes the details of the Administrator Evaluation Cycles determined by the year of Administrator service with APS. For example, an administrator in year 4 of APS Administrator service is in year 1 of the 3-year evaluation cycle. Administrators move into the cycle based on their years of administrator service. Until fully phased in over three years, administrators will have less than three years of evidence. For example, an administrator in the 11th year of administrator service will move into the new process in year 2 of the cycle, then in the following year complete year 3 of the cycle with two years of evidence. If an administrator has questions about years of administrator service status, contact Human Resources.

Figure 2 Cycles of Administrator Evaluation

Current Year of APS P-Scale Service	Full-Time P-Scale		Part-Time P-Scale
	New APS Administrator	APS Administrator Moving to Principal, Assistant Principal or Supervisor Position	
	Three Years Probation^	One Year Probation^	
1	Summative Evaluation	Summative Evaluation	Probationary cycle= Summative Evaluation
2	Summative Evaluation	Year 1 of 2 year cycle= Interim Evaluation	
3	Summative Evaluation	Year 2 of 2 year cycle= Summative Evaluation	
4	Year 1 of cycle- Interim Evaluation		
5	Year 2 of cycle- Interim Evaluation		
6	Year 3 of cycle= Summative Evaluation		
7	Year 1 of cycle- Interim Evaluation		
8	Year 2 of cycle- Interim Evaluation		
9	Year 3 of cycle= Summative Evaluation		
10	Year 1 of cycle- Interim Evaluation		
11	Year 2 of cycle- Interim Evaluation		
12	Year 3 of cycle= Summative Evaluation		
13	Year 1 of cycle- Interim Evaluation		
14	Year 2 of cycle- Interim Evaluation		
15	Year 3 of cycle= Summative Evaluation		
16	Year 1 of cycle- Interim Evaluation		
17	Year 2 of cycle- Interim Evaluation		
18	Year 3 of cycle= Summative Evaluation		
19	Year 1 of cycle- Interim Evaluation		
20	Year 2 of cycle- Interim Evaluation		
21	Year 3 of cycle= Summative Evaluation		
22	Year 1 of cycle- Interim Evaluation		
23	Year 2 of cycle- Interim Evaluation		
24	Year 3 of cycle= Summative Evaluation		

^Probationary period based on the Code of VA.

PERFORMANCE STANDARDS FOR ADMINISTRATORS

Clearly defined professional responsibilities constitute the foundation of the Administrator Evaluation System. An evaluation system provides details so that both administrators and evaluators reasonably understand the performance expectations.

The expectations for professional performance are defined using a two-tiered approach including performance standards and performance indicators.

Performance Standards

Performance standards refer to the major duties performed. The expectations for professional performance are defined by the seven performance standards for all administrators.

Figure 3 Administrator Performance Standards

PERFORMANCE STANDARD NAME

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.*
2.	**Climate** *The administrator effectively promotes the success of all stakeholders by consistently advocating for and sustaining an academically rigorous, positive and safe climate.*
3.	**Human Resource Management** *The administrator fosters effective human resources management by assisting with selection, induction, support, evaluation, and retention of a quality workforce.*
4.	**Organizational Management** *The administrator fosters the success of all stakeholders by communicating and collaborating effectively with stakeholders.*
5.	**Communication and Community Relations** *The administrator fosters the success of all stakeholders by communicating and collaborating effectively with stakeholders.*
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*.
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.*

Performance Indicators

Performance indicators have been developed (see Part II) to provide examples of observable, tangible behaviors. These indicators are *examples* of the types of performance that will occur if a standard is being successfully met. *The list of performance indicators is not limited and all administrators are not expected to demonstrate each performance indicator.* Administrators will be rated at each standard that is applicable as well as receive an overall rating.

Both administrators and evaluators may consult the sample performance indicators for clarification of what constitutes a specific performance standard. Sample performance indicators for each of the performance standards follow.

Figure 4 Sample of Performance Standard and Indicators

PERFORMANCE STANDARD NAME

PERFORMANCE STANDARD

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.

Sample Performance Indicators

Examples may include, but are not limited to:

PERFORMANCE INDICATORS

The administrator:

- Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school, office or department needs, assessment data, and local, state, and federal requirements.
- Supports formal employee induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

The performance indicators help administrators and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. *Ratings are given at the performance standard level, not at the indicator level* (see Part II). The professional judgment of the evaluator in determining at which level the preponderance of evidence falls plays an important role in measuring the administrator's level of performance. ***Additionally, it is important to document an administrator's performance on each standard with evidence generated from multiple performance indicators.***

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of administrators and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all administrators. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help administrators focus on ways to enhance their leadership practices. Figure 5 shows an example of a performance appraisal rubric for Standard 5 (Communication and Community Relations).

Figure 5 Performance Appraisal Rubric

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.

Note: The rating of effective is the expected level of performance.

DOCUMENTING PERFORMANCE

A performance evaluation system includes multiple data sources that are responsive to APS Strategic Plan and curriculum. The multiple data sources briefly described below provide feedback on administrator performance.

Figure 6 Multiple Data Sources for Administrator Feedback

Data Source	Definition
APS Strategic Plan and Indicators	Provides guidance regarding the focus of the School Management Plan and Department Plan, as well as common indicators to monitor progress.
School Management Plan or Department Plan	Plan includes SMART goals, data collection and strategies implemented to achieve goals.
Self-Reporting Evidence	Self-Reporting Evidence is a self-assessment of staff's work based on meeting the seven performance standards. Results of a self-evaluation should inform administrators' personal goals for professional development.
Professional Activities Summary	Each year administrators summarize professional activities for their self-reporting evidence.
Site Visits	Site visits, applied in a variety of settings, provide information on a wide range of contributions made by administrators. Site visits may range from watching how an administrator interacts with others, to observing programs.
Community Satisfaction Surveys	The APS Community Satisfaction Surveys are developed to glean information that responds to the Arlington Public Schools' Strategic Plan goals, and provides the results for a number of the indicators used to measure progress in these areas. The surveys are designed to evaluate overall levels of satisfaction and identify areas in need of improvement.

APS Strategic Plan Goals 2011-2017

Goal 1: Challenge and Engage All Students
Goal 2: Eliminate Achievement Gaps
Goal 3: Recruit, Retain and Develop High Quality Staff
Goal 4: Provide Optimal Learning Environments
Goal 5: Meet the Needs of the Whole Child

From page 5 of the Strategic Plan:

> It is the responsibility of the Arlington School Board, senior leadership team, and district administrators and all other staff members to deploy the mission, vision, core values and align all activities to achieve strategic plan goals. This means that Arlington Public Schools will need to be goal-focused because well-deployed goals are the means to achieving exemplary student performance. The strategic plan provides leaders within the district the information they need to move the plan from a set of goals to an actionable set of initiatives. The strategic plan strategies, desired outcomes, and data sources are the "game plan" that will be used to achieve the mission, vision, and goals, and are, therefore, key components in the deployment of this strategic plan. These components are used by district leaders to determine tactics or specific programs, processes, and practices that will describe the way things get done in the district. The School Board and senior leadership play key roles in communicating the mission, vision, core values, and goals to community members, parents, and the district staff in order to gain consensus, support, and commitment. It is the School Board's responsibility to monitor the deployment of the strategic plan and to use the milestones, data points, and strategic initiatives to frequently review the progress made in achieving the five strategic goals.

Management Plan

This section provides guidance on developing the school or department management plan. A template is provided in Section III of this handbook.

- Develop ***2-3 SMART Goals***, focusing on ***your school's or department's most critical challenges***.

- These goals should ***reflect at least 3 of the goal areas in the new 2011-17 APS Strategic Plan***. These goal areas are summarized on the cover page of the template. Indicate in the right-hand column alignment with the division strategic plan goal areas; this is also the kind of information that is included in the rationale for each of the SMART Goals.

- In addition, at least one of the SMART Goals should reflect or relate to ***The Whole Child:*** (e.g., indicators related to cultural competence, developmental assets, or from Site-based Satisfaction Surveys).

- For each SMART goal, develop an ***action plan*** of 2-3 strategies/activities that the school or department believes will make a difference in achieving the goal.

Completed plans should be submitted to the administrator's evaluator.

Assessment of the Management Plan

Management plans should include a variety of measures, including SOL results (where applicable). Assessment of the plan is to be done by completing the column that represents your actual data and comparing it to last year's targets. In assessing your progress, consider the following questions:

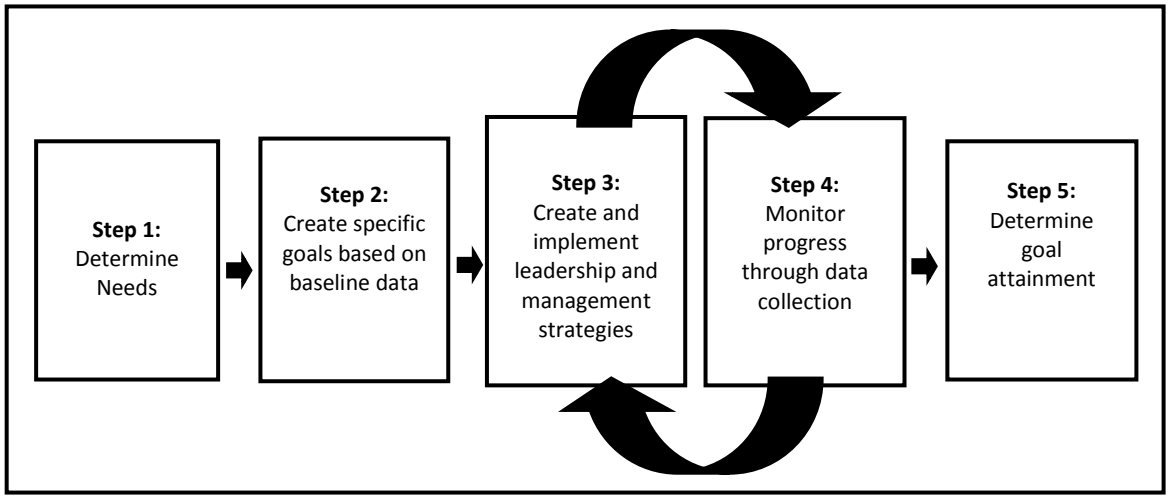
a. If you accomplished the goal, to what do you attribute your success? What strategies and activities were instrumental in making progress?
b. If you fell short of making the goal, what are the challenges that must be overcome to achieve success in the future?
c. Student Progress, Learner Progress or Program Progress: The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* require that student academic progress account for 40% of a principal's and assistant principal's evaluation. As a result, Standard 7 will be weighted as 40% of the evaluation and each of the other 6 standards will each be weighted as 10% of the evaluation.

SMART Goal Setting Process

Administrators are responsible for setting goals that are tied directly to APS Strategic Plan Goals, school goals, office or department improvement and improved student academic progress and/or to the school's management plan or department plan that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the administrator meet to discuss the baseline data and review the annual goals. New SMART goals are identified each year. Goals should be customized for the particular school or program and its particular student population or for the office or department. The administrator's school or department goals should be aligned with division goals and/or the school improvement process. The Management Plan may be used for developing and assessing each annual SMART goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine gains. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them or knowing the department focus. Administrators can set specific, measurable goals based on both the demands of the curriculum and the needs of the students or the demands and needs of the department. The administrator creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 7 depicts these steps.

Figure 7 SMART Goal Setting Process



The evaluators and the administrators meet to discuss data from assessments and review the SMART goal.

Examples of Measures of Progress

To be able to measure goal attainment, administrators must identify valid measures of progress appropriate to their school or department setting. Below are suggested focus areas for goal setting that provide measures of student academic progress that focus on school improvement or improvement in various departments.

Quantitative measures of student academic progress based on validated achievement measures that already are being used in APS should be the first data considered when determining progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

Possible Examples of SMART Goal Topics for Schools

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Decrease in the number or percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be Effective in reading by grade 3)
- Decrease in achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one

- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten
- Increase in the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades 1 through 3
- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, history and social science
- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
- Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school
- Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
- Increase in the number/percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
- Pattern of increased attainment of advanced diplomas
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

Possible Examples of Measures for Departments (Examples from 2012-13 Management Plans)

- Develop internal candidates to fill higher level positions
- Increase developmental assets in students
- Increase number of parent, student, staff and community partnerships
- Align transportation resources to achieve student learning expectations
- Align Capital Improvement Plan resources to achieve student learning expectations
- Align financial resources to achieve student learning expectations
- Increase number of students eating breakfasts
- Increase number of partnerships with local farms
- Develop teacher and administrator evaluations that include student achievement
-
- Provide access to data, instruction and training anytime and anywhere
- Increase number of students achieving or exceeding standards on competencies and assessments
- Staff provide culturally competent practices to students
- Increase number of family involvement opportunities
- Increase the number of student reports on positive relationships with staff

Developing SMART Goals

Goals describe observable behavior and/or measurable results that would occur when goals are achieved. The acronym SMART (Figure 8) is a useful way to self-assess a goal's feasibility and worth.

Figure 8 Acronym for SMART Developing Goals

Specific	The goal is focused.
Measurable	An appropriate instrument or measure is selected to assess the goal.
Appropriate	The goal is within the administrator's control to effect change.
Realistic, but Rigorous	The goal is challenging, yet feasible for the administrator.
Time Limited	The goal is contained within a single school year.

Administrators draft their goals and discuss them with their evaluator via the Management or Department Plan. Data will be discussed related to their goals with adjustments made as needed.

Mid-year Review of Progress

Progress on the Management Plan and/or Department Plan, which includes SMART goal(s) will be discussed during the mid-year review. It is the evaluator's responsibility to establish the format and select the time of the review. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection.

End-of-Year Review of Goal

As determined by the evaluator, each administrator is responsible for assessing the growth made on the goal and for submitting documentation to the evaluator. An administrator may find it beneficial to draft the next year's goal as part of the reflection process. In addition, as noted in the measures of academic or program growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

One method for determining the success of SMART goal(s) is to use the following criteria:

High Growth	**Medium Growth**	**Low Growth**	
Highly Effective	**Effective**	**Developing/Needs Improvement**	**Ineffective**
90% or more of the target group met goal.	80% or more of the target group met goal.	50% or more of the target group met goal.	Less than 50% of the target group met goal.

While SMART goal(s) are an important piece of evidence for Standard 7, evaluators should use their professional judgment when rating Standard 7 after reviewing the SMART goal(s) and other available sources of data to include the self-reported evidence.

In a Summative Year for administrators not in probation, the Interim Evaluation ratings for Standard 7, evident or not evident, are considered, as well as the rating of the SMART goal for year 3, to determine the summative rating for Standard 7.

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* require that student academic progress account for 40% of a principal's and assistant principal's evaluation. As a result, Standard 7 will be weighted as 40% of the evaluation and each of the other 6 standards will each be weighted as 10% of the evaluation.

Self-Reporting Evidence

The purpose of the administrator *Self-Reporting Evidence Form* (see Part III) is to provide evidence of performance related to specific standards. These multiple data sources provide evaluators with information they likely would not receive in a site visit. Specifically, the *Self-Reporting Evidence* provides administrators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the evaluator. Documentation can confirm an administrator's effort to document Highly Effective performance, can show continuing work at the Effective level, or can demonstrate progress in response to a previously identified area to focus. The *Self-Reporting Evidence* also provides a place for the administrator to include stakeholder feedback.

The multiple data sources are not created solely for the *Self-Reporting Evidence* but should be a part of the administrator's routine work. Within that online *Self-Reporting Evidence*, binder or folder, administrators may organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented. Furthermore, the *Self-Reporting Evidence* is used to organize the multiple data sources included in the administrator's evaluation each year.

Evaluators review the *Self-Reporting Evidence* as a part of the evaluation cycle.

The *Self-Reporting Evidence* should be available at the request of the evaluator. The Self-Reporting Evidence is maintained by the administrator. It is the property of the administrator and follows the administrator when work assignments change. Evaluators may consider reviewing Self-Reporting Evidence at least once prior to the end of the year, although they are free to review it more often as needed.

While the preceding paragraphs have referred to the administrator providing his or her own documentation as evidence of meeting the administrator standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the administrator's performance. This type of evaluator documentation may come from multiple data sources such as those mentioned in the *Site Visit* section (informally observing the administrator during meetings, watching his or her interactions with others, etc.). This type of documentation should be considered along with the administrator's own documentation when making formative and summative assessments. As such, evaluators should write comments related to their own documentation of the *Administrator Summative Evaluation* (see Part III), as applicable.

Self-Reporting Evidence:

- is one component of a multi-source evaluation and complements the other components of administrator evaluation system prior to the summative evaluation;

- is a collection of multiple data sources that result from regular components of an administrator's work;
- may be kept as electronic files or in paper form (e.g. three ring binder, file folder);
- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/monthly);
- should be available for review at the evaluator's request;
- should be user-friendly (neat, organized); and
- remains in administrator's possession with a copy provided to the evaluator.

A Self-Reporting Evidence is NOT:

- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Figure 9 shows examples of items that may be included in the *Self-Reporting Evidence*. This is not a definitive list.

Figure 9 Sample Multiple Data Sources in *Self-Reporting Evidence*

Standard	Examples of Multiple Data Sources * *(This list is intended to provide examples and will vary based on the school's, department's, office's unique characteristics.)*
1. Leadership	• school improvement or department or office plan • strategic plan; vision/mission/core belief statements • staff evaluation grid • leadership or school improvement team agendas • administrator responsibility chart • professional goals • master schedule or event calendar • student or program progress monitoring data • project-specific summaries of a goal • compliance with *Standards of Accreditation* • program development • professional learning plan • school or department or office committees and members
2. Climate	• monthly discipline report • teacher or staff members of the year recommendations • annual report of discipline, crime, and violence • teacher or staff appreciation • summary of surveys of staff • student, office or department recognition • student, office, department groups or clubs
3. Human Resource Management	• staff evaluation schedule including observation schedule • evidence of teachers and staff serving as leaders in the school, office,

Standard	Examples of Multiple Data Sources * *(This list is intended to provide examples and will vary based on the school's, department's, office's unique characteristics.)*
	department, school division, and/or school community • monthly discipline report by teacher • teacher licensure renewal schedule • staff evaluations • staff recognition program • Performance Improvement Plans • mentorship program
4. Organizational Management	• building, office or department schedules • administrator responsibility chart • master schedule and course compliance • facility use log • physical plant and grounds management schedule • annual financial audits • uncollected debts • inventory records • career and technical education compliance • special education compliance • long-range goals • short-range goals
5. Communication and Community Relations	• faculty or staff meeting agendas • newsletters • PTA agendas • optional parent or community survey • web site link • completion of annual school safety audit • Safe School's committee agendas and minutes of meetings • School Health Advisory Board agendas and minutes of meetings • media communications • presentation to civic or community groups
6. Professionalism	• *Summary of Professional Activities* Form (REQUIRED) • staff (all scales) professional learning activity agendas • department, grade level, office or department meeting documentation • summary of staff surveys • professional conference attendance • professional organization membership
7. Student Academic Progress or Program Progress	• SMART Goal Setting Form (REQUIRED) • analysis of grades for the marking period • documentation of meeting established annual goals (e.g., school, office or department improvement plan) • data on student achievement from other valid, reliable sources (e.g., percent of students taking the SATs, pattern of improvement in advanced pass rate on Standards of Learning assessments, etc.) • Strategic Plan indicators

Professional Activities Summary

Professional activities provide evidence of administrator performance in several standards. Each year administrators summarize Professional Activities for the Self-reporting Evidence on this form to include: College Course(s), Equivalency Courses, APS Professional Learning Activities, Conferences or Workshops Attended, Professional Committees, Honors or Awards and Student Related Activities. This form can also be used by the administrator to track activities for licensure renewal.

Site Visits

Site visits, applied in a variety of settings, provide information on a wide range of contributions made by administrators. Site visits may range from watching how an administrator interacts with others to observing programs and shadowing an administrator.

Site visits are a method by which evaluators may gain insight into whether administrators are meeting the performance standards. During a site visit, evaluators may discuss various aspects of the job with the administrator. Through questioning, the evaluator may help the administrator reflect on his or her performance, which may provide insight into how the administrator is addressing the standards. Such a discussion may also help the administrator to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the administrator responses to the questions to determine issues they would like to further explore with the administrator's staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, department, or office, and by having an honest, open discussion, the administrator is provided an opportunity to explain the successes and trials the school community has experienced in relation to school or office changes. The site visit also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the *Site Visit Form* in Section III.

APS Community Satisfaction Survey

The APS Community Satisfaction Surveys are developed to glean information that responds to the Arlington Public Schools' Strategic Plan goals, and provides the results for a number of the indicators used to measure progress in these areas. The surveys are designed to evaluate overall levels of satisfaction and identify areas in need of improvement. The Evaluation Office is responsible for the overall direction of the survey.

The Community Satisfaction Survey of residents, parents, teacher and students is conducted every other year. The results provide a district wide snapshot of:

- Public Support for APS
- Responsive Education

- The Student Experience
- Cultural Sensitivity and the Academic Achievement Gap
- The Teacher Experience
- Communication and Stakeholder Involvement

The survey is designed to encourage comparison. Where applicable, the survey:

- Asks similar questions across the stakeholder groups of parents, community members, teachers, and students.
- Includes items from the Phi Delta Kappa/Gallup Poll (PDK) of the Public's Attitudes Towards Public Schools, though earlier PDK/Gallup Polls.
- Repeats questions from past Community Satisfaction Survey for questions that are monitored over time.

Individual surveys are provided to four stakeholder groups:

(1) parents of APS students
(2) Arlington County community members
(3) current APS staff, and
(4) APS students

Alignment of Performance Standards with Data Sources

Some performance standards are best addressed through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student or Learner or Program Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 10 shows the alignment of performance standard by data source.

Figure 10 Aligning Multiple Data Sources with Performance Standards

Performance Standard	**Strategic Plan Indicators**	**School Management Plan**	**Self-Reporting Evidence**	**Professional Activities Summary**	**Stakeholder feedback***	**APS Community Satisfaction Survey**
1. Leadership	X	X	/	/	/	/
2. School Climate	X	X	/	/	/	/
3. Human Resources Management	X	X	/	/	/	/
4. Organizational Management	X	X	/	/	/	
5. Communication and Community Relations	X	X	/	/	/	X
6. Professionalism	/	X	/	X	/	/
7. Student Academic Progress, Learner or Program Progress	X	X	/			

X = Primary Data Source / = Secondary Data Source

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are related to performance standards based on multiple sources of information. The integrated data provides evidence used as a source for the performance ratings for the summative evaluation.

RATING ADMINISTRATOR PERFORMANCE

The role of an administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the division, other division administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Evaluation Cycle

As a part of the evaluation process, administrators receive an evaluation each year. Figure 2 clarifies the evaluation cycle. A new APS administrator completes three years of probation with a Summative Evaluation at the end of each of those years. An APS administrator that moves to a Principal, Assistant Principal or Supervisor position completes one year of probation, and a 2-year cycle with year two being an interim evaluation year and year three being a summative evaluation year. Part-time Administrators are evaluated with a summative evaluation each year.

After their first three years of successful administration full-time Administrators enter a three-year cycle of evaluation with a summative evaluation every third year. Administrators receive interim evaluations at the end of years one and two of the evaluation cycle. Site visits, Self-Reporting evidence, Professional Activities Summary, and SMART Goal Setting are done yearly for all administrators, regardless of whether it is a summative or interim evaluation year. Using the multiple data sources discussed previously, the evaluator will complete the *Administrator Interim or Summative Evaluation* (see Part III) to indicate if an administrator has shown evidence of each of the performance standards.

Evaluation Schedule

The procedures for evaluating the performance of administrators rely on multiple data sources, including, but not limited to SMART goal setting. Ratings must be based on multiple data sources. Administrators are evaluated each year. Figure 11 identifies the schedule of events in the cycle.

Figure 11 Administrator Evaluation Schedule

*Target Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	Administrator
1. Early in the school year	Beginning of year conference with evaluator	*Draft SMART Goal*	✓	✓
	Final SMART Goals due to evaluator	*SMART Goal Finalized*	✓	✓
2. Mid-year	Mid-year conference discussing progress on SMART goals	*Data on Progress in Reaching SMART Goal*	✓	✓
3. End of Year	End of Year Evaluation Meeting	*SMART Goal Progress* *Professional Activities Summary*		✓ ✓
4. August	Appropriate Evaluation form completed and provided to administrator	*Evaluation Form*	✓	
5. End of August	Evaluator submits all *Summative Evaluation* forms to Human Resources	*Evaluation Form*	✓	

* May be adjusted based upon hire date, leave status, or other circumstances relevant to a particular administrator

Record Keeping

The evaluator and the administrator maintain records of the administrator's practice. If the administrator transfers within APS, the evaluators' copy of the records should be forwarded to the receiving evaluator.

Annually, evaluators submit the appropriate end of year forms electronically to Human Resources- Interim or Summative Evaluation Forms.

MAKING EVALUATION DECISIONS

Interim Evaluation

Evaluators use the Interim Evaluation form to maintain a record of evidence documented for each administrator performance standard on years one and two of the three-year cycle. Evidence can be drawn from site visits, self-reported evidence review, and other sources. This form should be maintained by the evaluator and shared at a meeting with the administrator held within appropriate timelines.

Summative Evaluation

Assessment of performance quality occurs at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information. A rating is made by determining where the preponderance of evidence falls in the rating scale.

Administrators are rated on all seven performance standards using performance appraisal rubrics (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of administrators and provides a general description of what each rating entails. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

Evaluators make decisions about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate an administrator's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The evaluator records the ratings and comments on the *Administrator Summative Evaluation* in Part III. The results of the evaluation must be discussed with the administrator at a summative evaluation conference.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from “Highly Effective” to “Ineffective.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “Highly Effective” and “Effective”) and provides two levels of feedback for administrators not meeting expectations (i.e., “Developing or Needs Improvement” and “Ineffective”). Figure 12 provides the definitions of terms used in the rating scale.

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. NOTE: Ratings are applied to individual performance standards, NOT performance indicators.

Responsibility for the Ratings

The evaluator has the ultimate responsibility for ensuring the administrator evaluation process is executed effectively. The rating is made by making a determination of where the preponderance of evidence falls in the rating scale.

Figure 12 Definitions of Terms Used in Rating Scale

Category	Highly Effective	Effective	Developing or Needs Improvement	Ineffective
Description	The administrator performing at this level maintains performance, accomplishments, and behaviors that **consistently** and **considerably surpass** the established performance standard and does so in a manner that **exemplifies** the school or department's mission and goals. This rating is for performance that is truly Highly Effective and is demonstrated with **significant** student academic progress or department effectiveness.	The administrator **meets** the performance standard in a manner that is consistent with the school or department's mission and goals and has a positive impact on student academic progress or department effectiveness.	The administrator is **starting to exhibit** desirable traits related to the standard, but has **not yet reached the full level of proficiency** expected or the administrator's performance is **lacking in a particular area**. The administrator **often performs less** than required in the established performance standard or in a manner that is **inconsistent** with the school's mission, goals and department expectations which results in below average student academic progress or department accomplishments.	The administrator **consistently performs below** the established performance standard or in a manner that is **inconsistent** with the school's mission, goals or department effectiveness and results in minimal student academic progress or department accomplishments
Definition	Exceptional performance: • **sustains** high performance over the evaluation cycle • **empowers** teachers, students and/or staff and consistently exhibits behaviors that have a **strong positive impact** on student academic progress, the school climate or department effectiveness • serves as a **role model** to others	Effective performance: • **consistently meets** the requirements contained in the job description as expressed in the evaluation criteria • **engages** teachers and staff and exhibits behaviors that have a **positive impact** on student academic progress, the school climate or department effectiveness • demonstrates **willingness to learn and apply** new skills	Below acceptable performance: • **requires support** in meeting the standards • results in **less than expected** quality of student academic progress or department accomplishments • **requires** administrator professional growth be **jointly identified** and planned between the administrator and evaluator	Ineffective performance: • **does not meet** the requirements contained in the job description as expressed in the evaluation criteria • results in **minimal** student academic progress or department accomplishment • may contribute to a recommendation for the employee not being considered for continued employment

Rating Administrator Performance

Evaluators have two tools to guide their rating of administrator performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They are introduced in Part 2, and examples are provided again in this section.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of administrators and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all administrators. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help administrators focus on ways to enhance their leadership practices. Please note: The rating of "Effective" is the expected level of performance.

Figure 13 Sample Rubric of Administrator Performance (Standard 1: Leadership)

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.

Evaluators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through the Management Plan or Department Plan process, self-reporting evidence and other relevant sources, including evidence the administrator offers, the evaluator rates an administrator's performance for

the summative evaluation. Therefore, the summative evaluation will represent where the "preponderance of evidence" exists, based on various data sources.

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all administrator expectations (see *Administrator Summative Evaluation* in Part III). The results of the evaluation are discussed with the administrator at the end of year summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help administrators to focus on ways to enhance their practice.

Summative ratings apply the rating for each of the seven performance expectations, with the most significant weight given to Standard 7 - student academic progress or program progress. Each of the first six standards are weighted equally with Standard 7 accounting for 40 percent of the evaluation.

Summative evaluations are to be completed according to the suggested timeline which may be adjusted based upon hire date, leave status, or other circumstances relevant to a particular administrator.

The evaluator submits the signed *Administrator Summative Evaluation* to Human Resources in August.

Summative Rating

In addition to receiving a rating for each of the applicable performance standards, the administrator will receive a summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the administrator. The intent is not to replace the diagnostic value of the performance standards; rather it is to provide an overall rating of the administrator's performance.

The summative rating will be rated as "highly effective," "effective," "developing or needs improvement," or "ineffective."

1. If the administrator has an "ineffective" rating on one or more of the 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 performance standards, the individual may be rated as "ineffective."

Administrators in probationary years and in year three of the cycle are evaluated using the Summative Evaluation. The evaluator uses the Interim Evaluation form data from years 1 and 2, in addition to the self-reporting evidence and other evidence collected in year three of the cycle to determine the summative ratings. The site administrator submits a packet of all Summative Evaluation forms to Human Resources by the end of August.

Figure 14 Evidence for End of Year Rating

	Interim Evaluation	Summative Evaluation
Evidence	• Self-Reporting Evidence • Other evidence	• Interim evaluations from years 1 and 2 of the cycle • Year 3 – Self-Reporting Evidence • Year 3 –Other Evidence

IMPROVING PROFESSIONAL PERFORMANCE

Supporting administrators is essential to the success of schools or department. Many resources are needed to assist administrators in growing professionally. Sometimes additional support is required to help administrators develop so that they can meet the performance standards for their school or department.

The *Performance Improvement Plan* is used for notifying an administrator of performance that *requires* improvement due to less-than-effective performance.

Performance Improvement Plan

The Performance Improvement Plan may be used at the discretion of the evaluator at any time in the evaluation cycle. It has a formal structure and is used when an administrator's performance falls below the expected standards. Figure 15 shows the details of the *Performance Improvement Plan* process.

Figure 15 Performance Improvement Plan Purpose, Documentation and Outcomes

	Performance Improvement Plan
Purpose	For administrators whose work is in the developing or needs improvement or unacceptable categories.
Initiates Process	Evaluator*
Documentation	• Form required: *Performance Improvement Plan* • Human Resources is notified with a copy of the final plan sent to the Assistant Superintendent of Human Resources
Outcomes	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to extend the plan or dismiss the employee

* The evaluator is responsible for the overall supervision of personnel in the worksite, department, or school and as such monitors the *Performance Improvement Plan* and makes the recommendation about the administrator's progress.

If an administrator's performance does not meet the expectations established by the school division, the administrator will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part III).

A *Performance Improvement Plan* is designed to support an administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point when an administrator's professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* may be implemented if one of the following scenarios occurs at the end of any data collection period:

- an administrator receives two or more "Not Evident" ratings;
- a rating of "Developing or Needs Improvement" on two or more performance standards; or
- a rating of "Ineffective" on one or more performance standards or an overall rating of "Ineffective."

Implementation of Performance Improvement Plan

When an administrator is placed on a *Performance Improvement Plan,* the evaluator must:

a) notify Human Resources,

b) provide written notification to the administrator of the area(s) of concern that need(s) to be addressed;

c) formulate a written *Performance Improvement Plan* in conjunction with the administrator;

d) review the results of the *Performance Improvement Plan* with the administrator within established timelines; and

e) provide a closing memo which states whether or not there has been satisfactory progress.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

The Performance Improvement Plan ends when the employee successfully meets the requirements specified in the plan. The Summative Evaluation Forms shall be provided at the end of year evaluation. The administrator shall be responsible for maintaining successful performance.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the administrator to review progress made on the *Performance Improvement Plan.* The options for a final recommendation include:

a) Sufficient improvement has been achieved; the administrator is no longer on a *Performance Improvement Plan* and is rated "Effective."

b) Partial improvement has been achieved but more improvement is needed; the administrator remains on a *Performance Improvement Plan* and is rated "Developing or Needs Improvement."

c) Little or no improvement has been achieved; the administrator is rated "Ineffective."

When an administrator is rated "Ineffective," the administrator may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the administrator is rated "Ineffective" a second time, the administrator will be recommended for dismissal.

The institution of the Performance Improvement Plan process is not grievable. However, if there is a disagreement about whether or not the actions necessary to improve performance have been accomplished, the administrator may submit a written statement to the Assistant Superintendent for Human Resources or designee. The statement must be submitted no later than ten working days after the employee has been notified that performance has not improved. The statement shall be attached to the administrator's Performance Improvement Plan and shared with the administrator's evaluator for further consideration.

Employee Response to Evaluation

If the employee disagrees with the evaluation, the employee may submit a written statement of disagreement to the evaluator and the Assistant Superintendent for Human Resources. The statement must be submitted within ten days after receipt of the evaluation form. At the request of the employee, the Assistant Superintendent for Human Resources or designee shall meet with the employee to discuss the employee's disagreement with the evaluation. The employee has a right to append the statement of disagreement to the evaluation. The statement shall be filed in the employee's personnel file with the evaluation.

PART II: PERFORMANCE STANDARDS

Administrators are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

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.

Sample Performance Indicators where applicable

Examples may include, but are not limited to: **The administrator:**

- Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
- Collaboratively plans, implements, supports, monitors, and evaluates instructional programs, office or department operations that enhance teaching, student academic progress, and/or office operations, and lead to school, office and/or department improvement.
- Analyzes current academic achievement data, instructional strategies, and office or department data to make appropriate educational decisions to improve classroom instruction, increase student achievement, and/or improve overall school and office or department effectiveness.
- Possesses knowledge of research-based instructional best practices in the classroom.
- Works collaboratively with staff to identify student office or department needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum or to ensure effective operation of offices or department to support school goals.
- Provides teachers and support staff with resources for the successful implementation of effective instructional strategies and office or department operations.
- Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional and work time.
- Provides the focus for continued learning of all members of the school, office or department community.
- Supports professional development and/or instructional practices that incorporate the use of achievement and support services data that result in increased student and/or office or department progress.
- Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- Demonstrates the importance of professional development by providing adequate time and resources for teachers and support staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams)
- Evaluates the impact professional development has on the staff, school, office, or department improvement and student academic progress.

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.

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.

Sample Performance Indicators

Examples may include, but are not limited to: **The administrator:**

- Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school, office or department community to cultivate a positive academic learning and/or work environment.
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- Models and inspires trust and a risk-tolerant environment by sharing information and power.
- Maintains a collegial environment and supports the staff through the stages of the change process.
- Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- Develops and/or implements a safe, office or department school plan that manages crisis situations in an effective and timely manner.
- Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning, office or department environment that reflects state, division, and local school rules, policies, and procedures.
- Develops and/or implements best practices in behavior management that are effective within the school, office or department community and communicates behavior management expectations to staff, students, teachers, and parents.
- Is visible, approachable, and dedicates time to listen to the concerns of staff, students, teachers, and other stakeholders.
- Maintains a positive, inviting school office or department environment that promotes and assists in the development of the whole student and values every student and/or staff member as an important member of the school, office or department community.

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.

Performance Standard 3: Human Resources Management

The administrator fosters effective human resources management by assisting with selection, induction, support, evaluation, and retention of a quality workforce.

Sample Performance Indicators

Examples may include, but are not limited to: **The administrator:**

- Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school, office or department needs, assessment data, and local, state, and federal requirements.
- Supports formal employee induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- Manages the supervision and evaluation of staff in accordance with local and state requirements.
- Properly implements the teacher and support staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and support staff to improve job performance.
- Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- Recognizes and supports the achievements of highly-effective teachers and support staff and provides them opportunities for increased responsibility.
- Maximizes human resources by building on the strengths of teachers and support staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

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.

Performance Standard 4: Organizational Management

The administrator is effective at organizational management and decision-making, coordinating operations and utilizing established resources.

Sample Performance Indicators

Examples may include, but are not limited to: **The administrator:**

- Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
- Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- Reviews fiscal records regularly to ensure accountability for all funds.
- Plans, prepares and/or manages a fiscally responsible budget to support the school's mission and goals.
- Follows federal, state, and local policies with regard to finances, school, office, or department accountability, and reporting.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

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.

Performance Standard 5: Communication and Community Relations

The administrator fosters the success of all stakeholders by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to: **The administrator:**

- Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- Communicates long- and short-term goals and the school or department improvement plan to appropriate stakeholders.
- Disseminates information to appropriate staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- Involves appropriate students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students, parents, staff, and/or other stakeholders.
- Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and/or other stakeholders.
- Provides a variety of opportunities for parent, family and staff involvement in school, office or department activities.
- Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- Advocates for students and/or staff and acts to influence local, division, and state decisions affecting student learning, office and/or department effectiveness.
- Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

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.

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.

Sample Performance Indicators

Examples may include, but are not limited to: **The administrator:**

- Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
- Works within professional and ethical guidelines to improve student learning and/or office, or department effectiveness to meet school, division, state, and federal requirements.
- Maintains a professional appearance and demeanor.
- Models professional behavior and cultural competency to students, staff, and other stakeholders.
- Maintains confidentiality.
- Maintains a positive and forthright attitude.
- Provides leadership in sharing ideas and information with staff and other professionals.
- Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

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.

Performance Standard 7: Student Academic Progress or Program Progress (where applicable) *The administrator's leadership results in acceptable, measurable student academic progress and /or program progress based on established standards.*
Sample Performance Indicators *Examples may include, but are not limited to:* **The administrator:**
• Collaboratively develops, implements, and monitors the school improvement plan or office or department plan that results in increased student academic progress or program progress. • Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school or program improvement. • Communicates assessment results to multiple internal and external stakeholders. • Collaborates with teachers and staff to monitor and improve multiple measures of student or program progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies. • Utilizes faculty meetings, team or department meetings, and professional development activities to focus on student or program progress outcomes. • Provides evidence that students or programs are meeting measurable, reasonable, and appropriate achievement goals. • Demonstrates responsibility for school academic achievement through proactive interactions with faculty or staff, students, and other stakeholders. • Collaboratively develops, implements, and monitors long- and short-range achievement or progress goals that address varied student populations or programs according to state guidelines. • Ensures teachers' student progress goals or program's progress goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks. • Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Note: Performance Standard 7: If an administrator effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic or Program Progress – would be positive. The APS Administrator Evaluation System includes the documentation of student or program growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis should be used where applicable.

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.

PART III: FORMS and ADDITIONAL INFORMATION

Introduction

Part III contains copies of forms used during the supervision of administrators. The evaluator and the administrator use the forms to provide evidence to inform the evaluation process. The evaluator maintains the forms and provides copies to the administrator.

Figure 16 Form Responsibilities

Form	Documentation Completed by	
	Evaluator	*Administrator*
Management Plan (as it applies)		✓
Self-Reporting Evidence		✓
Professional Activities Summary		✓
Interim Evaluation	✓	
Summative Evaluation	✓	
Performance Improvement Plan (if needed)	✓	

School Management Plan

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.

Division Strategic Plan Goal Areas: 2011-2017

1. Ensure That Every Student is Challenged and Engaged: *APS will provide all students with the knowledge and skills to succeed in the 21st century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.*

2. Eliminate Achievement Gaps: *All APS students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.*

3. Recruit, Retain, and Develop High Quality Staff: *APS will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.*

4. Provide Optimal Learning Environments: *APS provides the necessary resources and facilities to sustain excellence.*

5. Meet the Needs of the Whole Child: *APS will nurture students' intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.*

Section I. SMART Goals*

	Goals	Alignment with Strategic Plan
SMART Goal 1		__1. Challenging/Engaging Program __2. Eliminating Gaps __3. High Quality Staff __4. Optimal Learning Environments __5. The Whole Child
SMART Goal 2		__1. Challenging/Engaging Program __2. Eliminating Gaps __3. High Quality Staff __4. Optimal Learning Environments __5. The Whole Child
SMART Goal 3 (Optional)		__1. Challenging/Engaging Program __2. Eliminating Gaps __3. High Quality Staff __4. Optimal Learning Environments __5. The Whole Child

*Guidelines

- ***Focus:*** Each school/department should have ***no more than three goals***: 2–3 SMART Goals for each school/department.
- ***Alignment:*** Your SMART Goals should reflect ***at least three of the division's strategic plan goal areas***.
- ***The Whole Child:*** At least one of your SMART Goals should reflect ***Goal 5: The Whole Child*** (e.g., indicators related to cultural competence, developmental assets, or Site-based Satisfaction Surveys).
- Make your plan ***your own***.

For each management plan (MP) goal, complete the "SMART Goal Detail" below:

Section II Detail
SMART Goal 1 (Example)
During the 2013-14 school year, all students in grades 3-5, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math skills as measured by a 5 point increase in the percentage of students passing (scoring at the advanced and proficient levels) this year's SOL math test.

Evidence:
Summarize how the SMART goal will be measured, or the evidence you'll use to demonstrate progress on or completion of the SMART goal. In some cases, the SMART goal is the same as a performance measure and can be monitored periodically to gauge on-going improvement.

Student Group	2011-12	2012-13 Last Year	2013-14 (Target)	2013-14 (Actual)
All Students				
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD				
Proficiency Gap Group 2: Black				
Proficiency Gap Group 3: Hispanic				
Asian				
Economically Disadvantaged				
Limited English Proficient (LEP)				
Students with Disabilities (SWD)				
White				

Rationale:

- *Describe why the school/department is working on the SMART goal.*
- *Include data sources and the data collection process.*
- *If this is a new area and data do not already exist, make it clear that in the first year you will establish baseline results.*
- *Identify if the SMART goals relates to goals and objectives for APS (strategic plan, budget priorities, etc.), state or federal requirements, or other guidelines.*
- *Note any significant actions that will be taken to achieve this goal in the next section, Action Plan.*

[REPEAT FOR SMART Goals 2 and 3]

Section III. Action Plan: Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

SMART Goal 1

Strategies/Activities	Time Frame	Person(s) Responsible
1.		
2.		
3.		

SMART Goal 2

Strategies/Activities	Time Frame	Person(s) Responsible
1.		
2.		
3.		

SMART Goal 3 (Optional)

Strategies/Activities	Time Frame	Person(s) Responsible
1.		
2.		
3.		

Department Plan

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

Vision	
Mission	
Goals	
Strategies/Outcomes	
Action Plans	

Department/Office Overview/Narrative

Provide a brief account of the main functions supported by the department or office. This will become your budget description for FY 2014.

<INSERT HERE>

Suggestion: To get started you may want to refer to your department/office descriptions in the FY ___ Budget and on the APS website.

List of major services provided by the department/office

This expands upon the overview by listing the services provided by the office or department.

<INSERT HERE>

Prior Year's Accomplishments

Note the achievements that the department or office made during the previous school year.

<INSERT HERE>

Priorities for Current Year

List the major projects that the department or office plans to address during the current year. If this is repetitive, do not list priorities. This may be more appropriate for Department Plans instead of Office Plans.

<INSERT HERE>

SMART Goal 1: <INSERT HERE>

Define a SMART goal that will focus the work of the department or office during the current school year and into the future. SMART goals are Strategic or Specific, Measurable, Attainable, Relevant and Realistic, and Time-bound. The SMART goal should be defined so it can become a performance measure in the budget.

Rationale: <INSERT HERE>

- *Describe why the department/office is working on the SMART goal.*
- *Include data sources and the data collection process.*
- *If this is new and data does not exist, make it clear that this process will establish baseline results.*
- *Identify if the SMART goals relates to goals and objective for APS (strategic plan, budget priorities, etc.), state or federal requirements, or other guidelines (consider noting benchmarks or best practices identified by professional associations like National School Public Relations Association, National Institute of Government Purchasing, etc.)*
- *Note any significant actions that will be taken to achieve the goal.*

Evidence: <INSERT HERE>

Summarize how the SMART goal will be measured, or the evidence you'll use to demonstrate progress on or completion of the SMART goal. In some cases, the SMART are the same as a performance measure and can be measured periodically to gauge on-going improvement.

Who is Responsible for this Work: <INSERT HERE>
Action Plan: <INSERT HERE>

SMART Goal 2: <INSERT HERE>
Rationale: <INSERT HERE>
Evidence: <INSERT HERE>
Who is Responsible for this Work: <INSERT HERE>
Action Plan: <INSERT HERE>

SMART Goal 3: <INSERT HERE>
Rationale: <INSERT HERE>
Evidence: <INSERT HERE>
Who is Responsible for this Work: <INSERT HERE>
Action Plan: <INSERT HERE>

Notes on process:

1. Departments can choose to prepare either
    a. a single department plan OR
    b. a department plan that is a compilation of office plans.

2. The overview/narrative should be the same information that is reported in the budget.

3. It is acceptable to use a process improvement project to frame a SMART goal.

4. Every plan should include how the department/office addresses Strategic Plan Goal 5, The Whole Child (e.g., through indicators related to cultural competence, developmental assets, or satisfaction surveys (Community or Site-based), either as a standalone SMART goal OR within a broader SMART goal.

5. Your department's SMART Goals should reflect alignment with at least two of the division's strategic plan goal areas.

6. When possible, reporting cycles need to allow for
   a. Showing progress at mid-year review and at the end of the school year,
   b. Showing progress in the APS budget.

   For data gathering that occurs regularly (daily, monthly, etc.), consider reporting monthly or by quarter for more flexibility in reporting.

7. Use your data. If you already monitor data from your work, use that information to address a SMART goal.

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.

Administrator Self-Reporting Evidence

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.

Factors			
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.*			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)/ (What happened as a result of these actions?)**
2: Climate *The administrator effectively promotes the success of all stakeholders by consistently advocating for and sustaining an academically rigorous, positive and safe climate.*			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)/ (What happened as a result of these actions?)**
3: Human Resource Management *The administrator fosters effective human resources management by assisting with selection, induction, support, evaluation, and retention of a quality workforce.*			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)/ (What happened as a result of these actions?)**

Administrator Self-Reporting Evidence

4: Organizational Management *The administrator is effective at organizational management and decision-making, coordinating operations and utilizing established resources.*			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)/** **(What happened as a result of these actions?)**
5: Communication and Community Relations *The administrator fosters the success of all stakeholders by communicating and collaborating effectively with stakeholders.*			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)/** **(What happened as a result of these actions?)**

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*.			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)** **(What happened as a result of these actions?)**
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.*			
Action Plan	**Strategic Plan Goal**	**Expected Outcomes/Goal**	**Results (use data)** **(What happened as a result of these actions?)**

Standard 6: Professional Activities Summary

Please indicate on this form all Professional Learning since July 1 of the current school year.

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.

1. Recertification Areas (for licensed staff)

Option 1: College Course(s) (maximum of 180 points in this area)

Title:	College/University:	Credit Hours:

Option 2: Professional Conference (maximum of 45 points in this area)

Title:	Date	Hours

Option 3: Curriculum Development (maximum of 90 points in this area)

Title:	Date	Hours

Option 4: Publication of an Article (maximum of 90 points in this area)

Title:	Magazine/Publication	Hours

Option 5: Publication of a Book (maximum of 90 points in this area)

Title:	Date	Hours

Option 6: Mentorship/Supervision (maximum of 90 points in this area)

Person:	Dates Supervised	Hours

Option 7: Educational Project (maximum of 90 points in this area)

Title:	Date	Hours

Option 8: Professional Development Activities (maximum of 180 points in this area)

Title:	Date	Presenter(s)	Hours

2. Professional Committees

3. Honors/Awards

4. Program, School or Student Related Activities

5. Other

An interim evaluation is used for administrators in years 1 and 2 of the three-year cycle.

Administrator Interim Evaluation

Please note –This form is a paper representation of the content contained in the interim evaluation form. Beginning in 2014-2015 all evaluations will be submitted online and this paper version of the form should not be submitted to Human Resources.

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.

***Directions**: Evaluators use this form to maintain a record of evidence documented for each administrator performance standard. Evidence can be drawn from observations, self-reported evidence review, 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.*

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.

Comments:

☐ Evident ☐ Not Evident

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.

Comments:

☐ Evident ☐ Not Evident

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.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 4: Organizational Management

The administrator is effective at organizational management and decision-making, coordinating operations and utilizing established resources.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 5: Communication and Community Relations

The administrator fosters the success of all stakeholders by communicating and collaborating effectively with stakeholders.

Comments:

☐ Evident ☐ Not Evident

Administrator Interim Evaluation

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.*
Comments: ☐ Evident ☐ Not Evident

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.*
Comments: ☐ Evident ☐ Not Evident

Administrator's Signature*: _____ Date: _____

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

Evaluator's Signature: _____ Date: _____

Print or type Evaluator's name: Click here to enter text.

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

Arlington Public Schools

Administrator Summative Evaluation

Please note –This form is a paper representation of the content contained in the summative evaluation form. Beginning in 2014-2015 all evaluations will be submitted online and this paper version of the form should not be submitted to Human Resources.

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.*

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:			

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.
☐	☐	☐	☐
Comments:			

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.
☐	☐	☐	☐
Comments:			

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.
☐	☐	☐	☐
Comments:			

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.
☐	☐	☐	☐
Comments:			

Administrator Summative Evaluation

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.
☐	☐	☐	☐
Comments:			

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.
☐	☐	☐	☐
Comments:			

Administrator Summative Evaluation

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."

☐ 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.

_____ _____

Signature of Assistant Superintendent of Human Resources or Designee Date

Click here to enter text.

Name of Assistant Superintendent of Human Resources or Designee

Performance Improvement Plan

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.

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Resources/Assistance Provided Activities to be Completed by the Employee	Target Dates

The Administrator's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of Ineffective performance.

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Print or type Evaluator's name: Click here to enter text.

Results of Performance Improvement Plan[1]:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates[2]

Final recommendation based on outcome of Improvement Plan:

☐ The performance deficiencies have been satisfactorily corrected: The administrator is no longer on a *Performance Improvement Plan*.

☐ Continued to _____

☐ The deficiencies were not corrected.

Administrator's Signature*: _____ Date: _____

*The administrator's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of Ineffective performance.

Evaluator's Signature: _____ Date: _____

Print or type Evaluator's Name: Click here to enter text.

[1] These sections are to be completed collaboratively by the evaluator and the administrator. Pages may be added, if needed.

[2] Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the principal.

___ **Additional Pages Attached**

VA Code, Guidelines, and APS Administrator Evaluation School Board Policies

Virginia Code

§22.1-293 School boards authorized to employ principals and assistant principals
§22.1-294 Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position
§22.1-253.13:5 Standard 5. Quality of classroom instruction and educational leadership
§22.1-253.13:7 Standard 7. Policy Manual

Virginia Department of Education

- *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* Approved by the Virginia Board of Education on February 23, 2012, effective July 1, 2013.

APS School Board Policies

35-3.5 Probationary Period
35-4.2 Employee - Employer Communications – Administrative Forum
35-4.6 Grievance Procedures
35-4.9 Disciplinary Actions
35-7.3 Administrator & Non-Instructional Professional Staff Evaluation