



# **District Administrator**

## **Certified Personnel Evaluation Forms**



# **DISTRICT ADMINISTRATOR FORMS**

## Section 4-Central Office Administrators

The next section of this manual outlines the Performance Rubrics upon which "other" certified district administrator staff will be evaluated. The indicators contained in the Rubrics illustrate how certified staff may show evidence of meeting a particular standard. While our certified staff must not show evidence of meeting each indicator, they must show evidence of meeting the overall performance standard. Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career ready. The evaluation system is designed to measure effectiveness and serve as a catalyst for professional growth & continuous improvement.

Central office administrators include any district officer personnel who hold EPSB teaching/administration certification.

### Timeline:

Professional Growth Plan finalized	September 30 <sup>th</sup>
Formative Conference	October 31 <sup>st</sup>
Self-Appraisal to Superintendent	May 15 <sup>th</sup>
Summative evaluation copy to administrator	June 15 <sup>th</sup>

### Superintendent

The Board of Education will evaluate the Superintendent annually.

## Professional Growth Plan for OTHER DISTRICT ADMINISTRATORS

Name: \_\_\_\_\_

Position: \_\_\_\_\_

<b>District Trajectory Goal:</b>					
Professional Growth Goals should be written to support obtainment of the District Trajectory Goal:					
<b>S</b> - Is the goal specific?	<b>M</b> - Is the goal measurable?	<b>A</b> - Is the goal appropriate?	<b>R</b> - Is the goal realistic?	<b>T</b> - Is the goal time-bound?	<b>Targets:</b> Growth & Proficiency
<b>Action Steps:</b>		<b>Materials/ Resources</b>	<b>Target Date</b>	<b>Impact on Students</b>	
1)					
2)					
3)					
<b>PROFESSIONAL GROWTH GOAL:</b>					
What do I want to change? How can I develop a plan of action? How will I know if I accomplished my objective?					
<b>Identified Standard:</b> Check the standard (and indicator) identified for improvement					
_____ 1. Vision		_____ 3. Management		_____ 5. Integrity, Fairness, Ethics	
_____ 1.School Culture & Learning		_____ 4. Collaboration		_____ 6. Demonstrates Implementation of Technology	
<b>Action Steps:</b>		<b>Materials/ Resources</b>	<b>Target Date</b>	<b>Impact on Students</b>	
1)					
2)					
3)					

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Evaluatee's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

Opportunities for appeal processes at both the local and state levels are a part of the FTIS evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

# Common Rubric for Administrative Performance

Standard 1 - An educational leader promotes the success of every student by developing and promoting a vision of learning.

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Does not implement the vision of the district</li> <li>Does not use data effectively, does little research that is not directed and does not think of visionary goals</li> <li>School plans are not developed or evaluated on a consistent basis or school plans are written but not implemented</li> <li>SBDM Councils do not see the value in maintaining a school/district vision</li> <li>Student achievement falls significantly below state, national or local benchmarks</li> <li>Faculty meetings focus on irrelevant details that have little to do with the instructional improvement</li> <li>Innovation is either ignored or not encouraged at all. The status quo is the dominant philosophy</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to implement the vision of the district, but not consistently or effectively or generally lacks a consistent focus</li> <li>Attempts to utilize data and research but not effectively and only as it pertains to own school</li> <li>Does not collaborate with staff to evaluate school plans</li> <li>Leadership with SBDM Council does not focus on an understanding of the vision of the schools</li> <li>More reactive than proactive on establishing a vision</li> <li>Student achievement does not meet state, national or local benchmarks</li> <li>Faculty meetings are generally focused on operational details and almost exclusively led by the administrator</li> <li>Innovation is embraced only rarely and is not encouraged with staff members</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the district vision with the staff, meets to discuss the vision, and works with the staff on the district vision but is not necessarily a part of the whole school action plan on a daily basis</li> <li>Utilizes data and research to identify goals and assess effectiveness within zone of the immediate school influence based on valid managerial practices</li> <li>Collaborates with members of school staff to evaluate school plans</li> <li>Leads SBDM with a purpose and aids them in understanding the goals and vision of the school and district</li> <li>Can clearly articulate the school's vision, but the vision may not relate to the district goal or be relative to other schools</li> <li>Student achievement meets state, national or local benchmarks</li> <li>Faculty meetings occur regularly and are sufficient in length so that important school issues are presented and staff have opportunity for comment and discussion</li> <li>Innovation is encouraged with staff members who, in turn, encourage it with their students</li> </ul>	<ul style="list-style-type: none"> <li>Embraces the district vision, promotes the vision and embeds the vision of the district throughout the school</li> <li>Utilizes data and research to identify goals and assess effectiveness throughout the district and with community members</li> <li>Collaboratively monitors school and district plans to evaluate needs with stakeholders from across the district</li> <li>Leads SBDM with a purpose promoting the school and district vision through policies, initiatives, and discussion</li> <li>Student achievement exceeds state, national or local benchmarks</li> <li>Leads faculty meetings that focus on best instructional practices establishing an atmosphere of professional learning and sharing</li> <li>Innovation is sought and encouraged between staff, administration, other schools and students through modeling</li> </ul>

# Common Rubric for Administrative Performance

Standard 2-School culture is cultivated with both staff and students.

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Cannot maintain collaborative spirit and no connection is made between leadership capacity and needs of the school</li> <li>• Instructional impact is not monitored or randomly monitored</li> <li>• Focus on critical and creative teaching is sporadic or rarely find it in the school</li> <li>• Evaluations are not true evaluations of teacher performance and are not used as tools for development or evaluations are not completed on a timely schedule</li> <li>• Student achievement is not the focus of most decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration is inconsistent within the school with students, staff, and administration; it might be encouraged in others, but not with self</li> <li>• Leadership capacity of staff and students is not encouraged to help district needs and larger educational community; leaders are not necessarily chosen, but choose themselves and may not be the right person for the right task</li> <li>• Administrator reactively deals with leadership issues within their own building and does not do so on a consistent basis or does not utilize an effective leadership technique</li> <li>• Instructional impact is sporadically monitored within building; instructional issues are only occasionally dealt with; instructional leader cannot come up with anything but traditional instructional methods</li> <li>• Focus on critical and creative teaching is mentioned but not “real” in the school</li> <li>• Evaluations are not necessarily true evaluations of teacher performance and are not used as tools for development</li> <li>• Student achievement is the focus of most decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration is constant within the school with students, staff, and administration;</li> <li>• Leadership capacity of staff and students is encouraged to help school needs; collaborates with others to choose staff</li> <li>• Consistently considers impact of leadership decisions within own building utilizing effective leadership techniques</li> <li>• Instructional impact is monitored within building; solutions to instructional issues are given from the instructional leader in the building</li> <li>• Focus on critical and creative teaching is the norm.</li> <li>• Student achievement is the focus of all decisions and respects diversity and individual differences</li> <li>• Staff evaluations are honest and thoughtful and include both formative and summative feedback to help staff reach their greatest potential</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration is constant both within and outside of the district with students, staff, and administration</li> <li>• Leadership capacity of staff and students is encouraged to help district needs and larger educational community</li> <li>• Chooses personnel in collaboration with district administrators</li> <li>• Administrator, utilizing best proactive leadership practices, deals with leadership issues within their own building and throughout district, consistently considering the impact on both</li> <li>• Instructional impact is monitored not only within building, but with “feeder” or “upper” levels and promotes staff to do the same</li> <li>• Focus on critical and creative teaching is the norm. Administration promotes and models concepts and lessons</li> <li>• Differentiates instruction with teachers/staff using thoughtful evaluations that are true indicators of performance to help them reach their greatest potential through improvement planning that focuses on district vision</li> <li>• Student achievement is the focus of all decisions made in a proactive manner</li> </ul>



# Common Rubric for Administrative Performance

Standard 3-Educational Leaders have control of all aspects of their building and are effective managers of their resources.

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Cannot articulate school needs and cannot implement fiscal resources on own; consistently asks district for more money, supplies, etc.</li> <li>• District policies are ignored or openly questioned; an “us and them” mentality is the norm with staff and district</li> <li>• Oblivious to matter of building maintenance or needs; worries about irrelevant building issues or building is not clean</li> <li>• Little, if any, attention is provided in managing and monitoring fiscal resources</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally considers school needs and resources when implementing human and fiscal resources</li> <li>• Only isolated implementation of district and or school policies, does not collaborate with teachers and is not seen as approachable</li> <li>• Building maintenance and cleanliness lacks focus and direction</li> <li>• May have a budget but little planning or forethought goes into it. Money is spent just to spend it and does not focus purchasing on school vision</li> <li>• Problems or findings are noted in implementing or overseeing the fiscal program</li> </ul>	<ul style="list-style-type: none"> <li>• Considers school needs and resources when implementing human and fiscal resources</li> <li>• Implements district policies and initiatives and collaborates with teachers when necessary</li> <li>• Utilizes staff according to strengths and weaknesses and can direct staff within own building to provide professional development</li> <li>• Cleanliness and maintenance is more reactive, but done quickly and efficiently</li> <li>• Plans a budget based on school vision to monitor spending and uses financial resources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Considers district need and resources when implementing human and fiscal resources</li> <li>• Implements district policies, procedures, and initiatives and collaborates with district to implement consistently</li> <li>• Utilizes staff according to strengths and weaknesses and can direct staff to aid other schools in the district, (e.g., Providing professional development or purchasing instructional resources)</li> <li>• Delegates responsibility and discovers leadership potential among staff and promotes that potential</li> <li>• School administrators take pride in the building and have a proactive stance in working with custodial staff to have a clean, organized, safe, and orderly environment. Notifies District of pressing issues when appropriate.</li> <li>• Plans a budget early. Focuses on district priorities when building the budget and expending resources</li> </ul>

# Common Rubric for Administrative Performance

## Standard 4 – Administrator utilizes the resources of the community at large.

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Administrator attends community committees and meetings as a part of their job but does not utilize resources presented</li> <li>Activities such as service learning are used, but only as a requirement of the district</li> <li>Community and family relationships are sporadic at best and done with little planning and understanding of the needs of those stakeholders</li> <li>Administrator is not aware of issues facing their stakeholders or those of the district</li> <li>Does not collaborate at all to shape education and has to be directed about educational decision-making process</li> <li>Occasionally attends professional development, but does not understand or implement trends or innovation and does not recognize it in their staffs either</li> <li>Demonstrates little to no professional growth</li> </ul>	<ul style="list-style-type: none"> <li>Administrator occasionally attends and participates in community committees and meetings to research information pertinent to the school. Rarely attends state or national conferences</li> <li>Activities such as service learning are used, but ineffectively and only at the request of the district. Community resources are not utilized to their potential</li> <li>Community and family relationships are only occasionally established</li> <li>Administrator is only occasionally an advocate for students, their families, staff</li> <li>Occasionally collaborates with staff to shape educational paradigm within the boundaries of their building utilizing ineffective interpersonal communication and collaborative skills</li> <li>By attending professional development at the request of the district, administrators gain an understanding of upcoming trends and movements, and effectively share them in the school only</li> <li>Demonstrates some professional growth</li> </ul>	<ul style="list-style-type: none"> <li>Administrator attends and participates in community committees and state meetings to research information pertinent to the school</li> <li>Promotes activities such as service learning in some areas to utilize community resources and brings those resources to their school</li> <li>Promotes positive community and family relationships by attending activities, meetings, etc. that effect those relationships</li> <li>Administrator is an advocate for students, their families, staff, and district across the state</li> <li>Collaborates with local leaders and principals to shape educational paradigm utilizing effective interpersonal communication and collaborative skills</li> <li>By attending professional development on their own, administrators bring back to the district innovative ideas and promote staff to share within school and the district</li> <li>Demonstrates professional growth and shares with staff and/or district</li> </ul>	<ul style="list-style-type: none"> <li>Administrator attends and participates in community, state, and national committees and meetings to research information pertinent to the school and district</li> <li>Consistently promotes activities such as service learning throughout the school to utilize community resources and brings those resources to the district</li> <li>Seeks out and promotes positive community and family relationships by planning and attending activities, meetings, etc. that effect those relationships</li> <li>Administrator is a constant advocate for students, their families, staff, and district across the state and nation</li> <li>Collaborates with district, state and national leaders to shape educational paradigm utilizing effective interpersonal communication and collaborative skills</li> <li>By attending professional development on their own, administrators bring back to the district innovative ideas and promotes staff to share with the rest of the district</li> <li>Is the model of professional growth and sharing with district</li> </ul>



# Common Rubric for Administrative Performance

## Standard 5- Administrators are ethical, fair, and act with integrity.

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Does not understand accountability standards across the district or at their own building and does not effectively make connections from those standards to the implementation of instructional practice. Consistently asks district for guidance in implementation of standards</li> <li>Administrator does not realize that he or she is the moral and ethical leader in their building and instead allows teachers to assume those roles</li> <li>Administrator is not self-reflective about decisions and their impact on their school and does not make decisions based on their reflections; instead relies on the district to make decisions for them</li> <li>Poor attendance , dress, and punctuality that does not exhibit professionalism</li> <li>The professional code of ethics is not integral to the administrator</li> <li>Rarely promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Generally understands accountability standards across the district but does not effectively make connections from those standards to the implementation of instructional practice</li> <li>Administrator is not always conscientious about his or her role as a model for students and staff in their building</li> <li>Administrator is reactively self-reflective about decisions and their impact on their school and does not make decisions based on their reflections</li> <li>Attendance and punctuality are consistent but only works when “on the clock”</li> <li>The professional code of ethics is followed a majority of the time</li> <li>Occasionally promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Understands and collaborates with other administrators at district meetings to understand accountability standards across the district</li> <li>Administrator is conscientious about his or her role as a model for students and staff in their building</li> <li>Administrator is self-reflective about decisions and their impact on their school and proactively makes decisions based on their reflections</li> <li>Professional behavior with staff through punctual and consistent attendance and dress</li> <li>Adheres to the professional code of ethics on a consistent basis</li> <li>Promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Understands and collaborates with other administrators to develop accountability standards across the district and beyond</li> <li>Administrator treats all students, staff, and other administrators with dignity and is conscientious about his or her role as a model for those groups</li> <li>Administrator is self-reflective about decisions and their impact on their school, district, and larger educational community</li> <li>Sets the standard for professional dress, attendance, and punctuality at school and functions</li> <li>Is a model of the professional code of ethics and shares insights with others</li> <li>Models practices with staff that are fair and respect the diversity and individual differences of staff and students</li> </ul>

# Common Rubric for Administrative Performance

## Standard 6- The Administrator Demonstrates the Implementation of Technology.

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>• No attempt is made to integrate technology interaction</li> <li>• Does not utilize available software</li> <li>• Does not respond to emails or does not answer in a timely manner</li> <li>• Does not demonstrate ethical and legal use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Technology use with staff/students is not the norm in the building</li> <li>• Has limited technology integration and uses only one type of technology; (e.g., only uses Power Point to give notes or presentations)</li> <li>• Communicates within district but inconsistently with parents and teachers (e.g., not timely, clear, or professional)</li> <li>• Demonstrates limited ethical and legal use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students integrate technology into learning</li> <li>• Incorporates multiple uses of technology for self, teachers and students</li> <li>• Effectively communicates within district and with others in the performance of their duties</li> <li>• Demonstrates ethical and legal use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teacher use emerging technology including communication, web 2.0, web pages, and other tools as they become available to enhance and extend the learning of students and increases collaboration with parents</li> <li>• Uses technology in innovative ways to present information and ideas</li> <li>• Encourages teachers and students to use technology in innovative ways to facilitate their own learning or to demonstrate understanding</li> <li>• Demonstrates ethical and legal use of technology</li> </ul>



# Individual Corrective Action Plan for District Administrators

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating on the Summative Evaluation OR when an immediate change is required in behavior.

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_ **Work Site** \_\_\_\_\_

Standard	*Present PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

**Evaluatee's Comments:**

**Evaluator's Comments:**

Individual Corrective Action Plan Developed:	STATUS: Achieved ____ Revised ____ Continued ____
_____ (Evaluatee's Signature)      _____ (Date)	_____ (Evaluatee's Signature)      _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

**\*Professional Growth Plan Stages:**  
**O=Orientation/Awareness A=Preparation/Application**  
**I=Implementation/Management R=Refinement/Impact**

# Evaluation Appeal Form for District Administrators

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name \_\_\_\_\_

Home Address - \_\_\_\_\_

Job Title

Building

Grade or Department

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What specifically do you object to or why do you feel you were not fairly evaluated?

\_\_\_\_\_  
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\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation

\_\_\_\_\_

Name of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.*