

Administrator Evaluation Report

Administrator:
School/Site:
Evaluator:

Assignment:
School Year:
Title:

Four Point Rubric for Administrator Evaluation

Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
Performance is clearly unacceptable, does not meet standards, and needs to be improved immediately. Re-evaluation and professional support plan are required.	Administrators are not expected to remain at this level; performance has deficiencies which must be addressed. A professional support plan will be implemented to meet standards (if indicated below).	Describes solid, expected professional performance which meets or exceeds standards. Areas for growth will be identified.	This level is reserved for truly outstanding leadership that meets very demanding criteria and exceeds standards. Includes administrative leadership at the district level. Areas for growth will be identified.

Check the boxes on the left to indicate the CPSELs that are the focus of this evaluation.

	CPSEL	Rating	Evidence
<input type="checkbox"/>	Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	
<input type="checkbox"/>	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	
<input type="checkbox"/>	Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	
<input type="checkbox"/>	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	
<input type="checkbox"/>	Standard 5: Modeling a personal code of ethics and developing professional leadership capacity.	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	
<input type="checkbox"/>	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	

Observation/Conference Dates:

Areas for further Growth:

I have received a copy of the evaluation report and discussed the contents with my evaluator.

Administrator comments attached

No administrator comments attached

Administrator's Signature:

Date

Evaluator's Signature:

Date

Evaluator's Notes/Other Comments:

California Professional Standards for Educational Leaders (CPSEL)

Standard 1- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1.1	Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
1.2	Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
1.3	Use the influence of diversity to improve teaching and learning.
1.4	Identify and address any barriers to accomplishing the vision.
1.5	Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
1.6	Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.1	Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
2.2	Promote equity, fairness, and respect among all members of the school community.
2.3	Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
2.4	Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
2.5	Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
2.6	Create an accountability system grounded in standards-based teaching and learning.
2.7	Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

3.1	Sustain safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
3.2	Utilize effective and nurturing practices in establishing student behavior management systems.
3.3	Establish school structures and processes that support student learning.
3.4	Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
3.5	Align fiscal, human, and material resources to support the learning of all subgroups of students.
3.6	Monitor and evaluate the program and staff.
3.7	Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1	Recognize and respect the goals and aspirations of diverse family and community groups.
4.2	Treat diverse community stakeholder groups with fairness and respect.
4.3	Incorporate information about family and community expectations into school decision-making and activities
4.4	Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
4.5	Communicate information about the school on a regular and predictable basis through a variety of media.
4.6	Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5- Modeling a personal code of ethics and developing professional leadership capacity.

5.1	Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
5.2	Protect the rights and confidentiality of students and staff.
5.3	Use the influence of office to enhance the educational program, not personal gain.
5.4	Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
5.5	Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
5.6	Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
5.7	Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
5.8	Engage in professional and personal development.
5.9	Encourage and inspire others to higher levels of performance, commitment, and motivation.
5.10	Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1	Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
6.2	Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
6.3	Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements
6.4	Generate support for the school by two-way communication with key decision-makers in the school community.
6.5	Collect and report accurate records of school performance.
6.6	View oneself as a leader of a team and also as a member of a larger team.
6.7	Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.