ADMINISTRATIVE AND SUPERVISORY

EVALUATION PROCEDURES

CECIL COUNTY PUBLIC SCHOOLS
201 Booth Street
Elkton, Maryland 21921

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PHILOSOPHY OF ADMINISTRATIVE AND SUPERVISORY EVALUATION

The administrative evaluation process is designed to capture the skills necessary of school system leaders. These skills are identified in each respective administrative evaluation within these domains:

PRINCIPAL/ ASST PRINCIPAL	COORDINATOR/ PROGRAM FACILITATOR	PUPIL PERSONNEL WORKER
Instruction for Student Achievement	Instruction for Student Achievement	Leadership
Management of School Environment	Management of Resources	Management
Community Outreach/ Stakeholder Engagement	Community Outreach/ Stakeholder Engagement	Human Resource Development
Professional Culture for Teachers and Staff	Developing Human Resources	Interpersonal Relationships
Ethical Principles and Professional Norms	Related Professional Responsibilities	Student Achievement
Student Achievement	Student Achievement	

Communication between evaluator and evaluatee, from goal setting to final evaluation conferencing, is critical to developing positive and effective leaders. Ongoing feedback, paired with the annual evaluation, serve as opportunities for continued growth to positively impact school and student achievement.

DEFINITIONS

These definitions clarify statements made in the Administrative Evaluation Procedures Handbook.

ANNUAL EVALUATION – This is an evaluation of an evaluatee's performance in five or six domains of leadership which occurs by **August 31** annually.

Domains – Several domains of leadership and student achievement are assessed in the evaluation process. These six areas are specific to each classification of administrator, per the table above.

Components – Components are specific sub-areas that clarify each domain. Each component is further defined by components within a four-tier rubric ranging from ineffective to highly effective. Within these components are the specific standards identified in the Maryland Instructional Leadership Framework (2005) and the Interstate State Leadership Licensure Consortium (2014).

ADMINISTRATIVE AND SUPERVISORY PERSONNEL EVALUATION PROCEDURES

A. Annual Evaluation
1. The ANNUAL EVALUATION will be completed on or before August 31.

2. The evaluator is responsible for the initiation, scheduling, and completion of the Annual Evaluation. The next-in-line administrator will be the designated evaluator.

3. Prior to the conference, both the evaluator and the evaluatee should formulate their ideas relative to the professional qualities to be rated. Additional input may be used by the evaluator to support or clarify ratings. Evaluatees may provide data to support their specific areas to be rated. Examples of supportive data include, but are not limited to: personal portfolios, special project artifacts, and staff/community input.

4. Items on the ANNUAL EVALUATION are discussed during the conference with an opportunity for each participant to provide clarifying comments.

5. Specific written explanations of any rating other than highly effective or effective must be given. The evaluatee may choose to submit a separate statement giving further clarification.

6. Personnel new to any administrative position will receive a formative performance review prior to January 31 during their first two years in that new role.

7. An individual whose overall evaluation is rated Ineffective or Needs Improvement will develop with the evaluator a specific plan for improvement of the less than satisfactory aspects of their job performance and shall be evaluated again within a twelve-month period. The Professional Improvement Plan (follows) will be used to identify the area(s) of focus for improvement.

8. When there is a change in the evaluator within an evaluation cycle, another conference may be requested by either the evaluatee or the new evaluator to adjust or clarify objectives which have been previously established.

9. The evaluation ratings are to reflect the overall evaluation for each of the domains during the evaluation period. Positive or negative trends in ratings will be taken into consideration.

B. Student Learning Objectives / Goal Setting

   1. Personal/school-level and system-level objectives for the next school year will be established collaboratively by the evaluatee and evaluator. These objectives are to be set and mutually accepted by **September 30** for the ensuing school year. For high school principals, at least one SLO must address High School Assessment data in any tested subject.

   2. Student Learning Objectives – are annual targets of student performance measures. These targets are set for such indicators as state measures or local measures and could include, as examples, progress toward Annual Measurable Objectives for specific subpopulations, graduation or promotion rates, dropout rates, standardized score progress and other collective measures of student growth and proficiency

   3. The school system will provide appropriate support to assist the evaluatee in accomplishing the objectives.

C. Results obtained from staff surveys may provide information to help set the administrator's performance goals. Survey results are received and evaluated directly by the school's administrative team.

D. Evaluation Report

   1. The domain ratings for the Administrative Evaluation are as follows:

      Highly Effective - Performance which is commendable and could serve as a model for peers
      Effective - Performance meets system's expectations
      Needs Improvement - Performance that is not consistently effective and requires modification to be acceptable
      - Additional assistance and supervision will be required
      Ineffective - Performance generally fails to meet system's expectations
      - Additional assistance and supervision will be required

   2. A summative statement must accompany the evaluation report. This summative statement should reflect upon the ratings of all areas of the evaluation report. This statement may include clarification with commendations and/or recommendations as well as suggestions for improvement. If a plan for improvement is required, it will be provided separately on the Professional Improvement Plan.

   3. Overall Performance
      The overall performance evaluation of administrators must be rated either *Highly Effective, Effective*, or *Ineffective*.

      – A summary evaluation for domains 1 through 5 will be given based on equal value to each domain and will constitute 50% of the overall evaluation.
      – A summary evaluation for domain 6 will constitute 50% of the overall evaluation.
      – The final evaluation will be given based on the following matrix.

		Summary Evaluation Domains 1 through 5		
		Highly Effective	**Effective**	**Ineffective**
Summary Evaluation for Domain 6	**Highly Effective**	*Highly Effective*	*Effective*	*Ineffective*
	Effective	*Highly Effective*	*Effective*	*Ineffective*
	Ineffective	*Ineffective*	*Ineffective*	*Ineffective*

4. An evaluatee's signature on the evaluation indicates a copy has been received but does not necessarily indicate agreement.

I-1   Initiates and leads a vision for school-wide change
[MD Framework 1: Facilitates the development of a school vision ISLLC 11]

An instructional leader promotes a dynamic school vision that is collaboratively developed and reviewed by stakeholders.

Highly Effective	Effective	Needs Improvement	Ineffective
• Develops a shared school vision connected to district and school goals by collaborating with diverse stakeholders groups effectively. • Draws upon the expertise of diverse stakeholders to proactively address the values, challenges, and opportunities for the academic, social, and emotional development of each student. • Consistently utilizes and evaluates a collaborative and strategic process and structure to promote sustainable organizational improvement and to assess the school vision.	• Develops a shared school vision connected to district and school goals by collaborating with stakeholder groups. • Seeks and utilizes stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student. • Utilizes a collaborative strategic process and structure for organizational improvement and to assess the school vision.	• Develops a school vision by providing selected staff with opportunities for collaboration. • Utilizes limited stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student. • Utilizes a limited process and structure to assess the school vision.	• Individually develops a school vision without collaboration or relation to district goals. • Disregards stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student. • Does not utilize a process to assess the school's vision.

Evidence of Implementation:
- School improvement plan is aligned to the school vision.
- School improvement artifacts including (but not limited to) professional development plan, goals and objectives, agendas, minutes, and feedback.

I-2   Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.

In collaboration with others, an instructional leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.

Highly Effective	Effective	Needs Improvement	Ineffective
• Engages all staff and diverse stakeholders in a cyclical process for the collection and analysis of qualitative and quantitative data pertinent to the educational environment, and uses it to identify school improvement goals and make related improvements. • Promotes a culture of collective direction, shared engagement, and mutual accountability by utilizing two-way communication structures with diverse stakeholders.	• Engages teams in a cyclical process for the collection and analysis of qualitative and quantitative data pertinent to the educational environment, and uses it to identify school improvement goals and make related improvements. • Promotes a culture of collective direction, shared engagement, and mutual accountability by utilizing two-way communication structures.	• Collects and analyzes limited sources of data and information pertinent to the educational environment. • Makes rudimentary attempts to promote a culture of collective direction, shared engagement, and mutual accountability by sharing limited and/or incomplete information.	• Make decisions about whether or not to change the educational environment based on own impressions and beliefs. • Does not promote a culture of collective direction, shared engagement, and mutual accountability.

Evidence of Implementation:
• School improvement artifacts including (but not limited to) professional development plan, goals and objectives, agendas, minutes, and feedback.
• Data summary artifacts (discipline, intervention, attendance, and/or academic data)

I-3   Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.

An instructional leader provides feedback, direction, and resources to ensure that the curriculum is delivered and assessed with fidelity. Additionally, a leader ensures that best instructional practices are being implemented to meet the needs of all students by setting high expectations for the academic growth of all students.

Highly Effective	Effective	Needs Improvement	Ineffective
• Conducts regular and purposeful observations that target school improvement initiatives and identify professional development needs. • Exceeds the expectations for implementing the teacher evaluation system which may include more frequent evaluations. • Provides formal constructive and actionable feedback during observation and evaluation conferences as well as during ongoing informal visits, meetings, and conversations with teachers regarding curriculum and instruction. • Collaborates with school and system personnel to provide appropriate resources that maximize classroom instruction and student learning. • Actively searches for technology resources to maximize classroom instruction and student learning. • Collaborates with school and system personnel to ensure the alignment of curriculum, instruction, and assessment in all content areas and seeks opportunities to keep current with changes and updates.	• Conducts regular and purposeful observations that lead to the meaningful evaluation of teacher performance. • Implements the teacher evaluation system in accordance with the Teacher Evaluation Handbook. • Provides formal constructive feedback during observation and evaluation conferences. This feedback clearly addresses each domain of the observation and evaluation forms. • Ensures that appropriate resources are provided to support classroom instruction and student learning. • Promotes the most appropriate use of technology to support classroom instruction and student learning. • Ensures the alignment of curriculum, instruction, and assessment in all content areas.	• Does not consistently conduct purposeful observations, and teacher evaluations are not meaningful. • Does not consistently implement the teacher evaluation system in accordance with the Teacher Evaluation Handbook. • Provides feedback during observation and evaluation conferences but this feedback may not be constructive and may not address each domain of the observation and evaluation forms. • Provides minimal resources to support classroom instruction and student learning. Does not provide for equitable allocation of resources. • Promotes the use of technology but this technology does not support classroom instruction and student learning. • Is mindful of the alignment of curriculum, instruction, and assessment but does not ensure the alignment in all content areas.	• Does not conduct regular and purposeful observations, and teacher evaluations are not meaningful. • Does not meet the timelines or requirements of the teacher evaluation system. • Does not provide formal constructive feedback during observation and evaluation conferences. • Does not provide appropriate resources to support classroom instruction and student learning. • Use of technology is not valued as a tool to support classroom instruction and student learning. • Does not ensure the alignment of curriculum, instruction, and assessment. Does not seek resources to understand this alignment.

Evidence of Implementation:
- Evaluations and observation reports, observations and pre observation conference forms, professional improvement plans.

INSTRUCTION FOR STUDENT ACHIEVEMENT	PRINCIPAL/ASSISTANT PRINCIPAL

I-4   Develops schedules to meet the needs of students in alignment with system expectations.

An instructional leader develops a master schedule and a daily schedule that provides for the instructional needs of all students where the top priorities are classroom instruction and student learning. Disruptions to the academic programs are minimal. An education leader also allocates, aligns, and efficiently utilizes human, facility, and technology resources.

Highly Effective	Effective	Needs Improvement	Ineffective
• Articulates consistently to all stakeholders that time in the school day is focused on classroom instruction and student learning and makes this a priority when involved in any scheduling. • Involves staff members in ensuring that their strengths and certifications match instructional assignments to enhance the overall instructional program. • Involves staff in developing a master schedule that is driven by student needs, curricular needs, and student requests. • Articulates consistently to all stakeholders that the focus is on instructional priorities when organizing the school day for special events and enforces this focus. • Involves stakeholders in assigning the use of facilities and resources, including technology, to support and extend classroom instruction.	• Ensures that time in the school day is focused on classroom instruction and student learning. • Matches the instructional assignments to the strengths and certifications of staff. • Develops the master schedule driven by student needs, curricular needs, and/or student requests. • Maintains the focus on instructional priorities when organizing the school day for special events. • Makes appropriate use of the facilities and other resources, including technology, when developing schedules to support classroom instruction.	• Does not consistently ensure that time in the school day is focused on classroom instruction and learning. • Knows the strengths and/or certifications of staff but does not consistently match these to the instructional assignments. • Develops the master schedule by considering student needs and curricular needs, but these are not priorities. • Does not consistently maintain the focus on instructional priorities when organizing the school day for special events. • Develops schedules that minimally support classroom instruction without consistently considering the appropriate use of facilities and resources.	• Does not make classroom instruction and student learning a priority when planning the school day. • Is unaware of the strengths and certifications of staff when making instructional assignments. • Develops the master schedule without considering student needs or curricular needs. • Does not maintain the focus on instructional priorities when organizing the school day for special events. • Develops schedules without considering appropriate use of facilities and resources. Classroom instruction is not supported in this process.

Evidence of Implementation:
• Master schedules, teachers' instructional schedules, teacher assignments aligned to certification, memos, etc.

I-5   Promotes instruction that maximizes student learning.

An instructional leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.

Highly Effective	Effective	Needs Improvement	Ineffective
• Develops, supports, and maintains a culture of high expectations and challenge for all students focused on county curriculum documents. • Develops the capacity of staff to create individualized, student-centered, authentic, relevant, and developmentally appropriate instruction. • Develops the capacity of staff to extend their use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. • Ensures use of pedagogy that is culturally congruent; students willingly take intellectual risks.	• Supports and maintains a culture of high expectations and challenge for most students focused on county curriculum documents. • Ensures instruction is student-centered, authentic, relevant, and developmentally appropriate. • Ensures the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. • Ensures use of pedagogy that is culturally congruent; structures are in place to encourage students to take intellectual risks.	• Attempts to establish expectations to support the academic needs of some students. • Inconsistently supports the use of student-centered, authentic, relevant, and/or developmentally appropriate instruction. • Inconsistently supports the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. • Inconsistently supports the use of pedagogy that is culturally congruent; some opportunities may exist for students to take intellectual risks.	• Does not establish instructional expectations to support academic needs of students. • Does not support the use of student-centered, authentic, relevant, and/or developmentally appropriate instruction. • Does not support the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. • Does not support the use of pedagogy that is culturally congruent; opportunities for students to take intellectual risks are stifled.

Evidence of Implementation:
• Observations, professional development plans, data documents, data collection systems, etc.

MANAGEMENT OF SCHOOL ENVIRONMENT		PRINCIPAL/ASSISTANT PRINCIPAL	

M-1   Establishes and maintains a safe and orderly environment

A An instructional leader promotes the success and well-being of every student by developing an inclusive school climate and by ensuring positive interactions between staff and students for the purpose of improving student learning.

Highly Effective	Effective	Needs Improvement	Ineffective
• Student supervision plan is thorough, effectively implemented, and includes responsibilities for all staff members. • Ensures behavior expectations are established, taught, modeled, and practiced in all areas of the school campus. • Develops, implements, and supports proactive behavior programs designed to reduce discipline referrals for individual and groups of students. • In collaboration with diverse stakeholders, analyzes and utilizes data to create and monitor behavior plans for students • Evaluates and updates CERT plan and practices based on stakeholder input and results from drills.	• All students are being supervised during regular and extended school hours. • Ensures behavior expectations are established, taught, and practiced in all areas of the school campus. • Ensures that behavior expectations are consistently reinforced; ensures the use of fair and equitable treatment for behavior. • In collaboration with staff, analyzes and utilizes data to create behavior plans for students. • Designs and ensures the implementation of a CERT plan that includes best practices to provide for the safety and security of the school campus at all times.	• Student supervision is inconsistent during regular school hours and/or extended school hours. • Does not effectively communicate behavior expectations. • Behavior expectations are reinforced but the response to behavior may be inconsistent and/or inappropriate. • Utilizes data to create behavior plans for some students. • Designs a CERT plan that fails to adequately address security needs of the school campus.	• Does not provide for supervision during regular and extended school hours. • Behavior expectations are not established. • Behavior expectations are inconsistently enforced showing bias or prejudice. • Data is not utilized to support student behavioral needs • CERT plan is not effectively communicated to stakeholders and fails to address security needs of the school campus.

Evidence of Implementation:
• CERT plan and monthly reports, safety inspections, SET evaluation for PBIS, student planning minutes (SST, 504, IEP)

MANAGEMENT OF SCHOOL ENVIRONMENT	PRINCIPAL/ASSISTANT PRINCIPAL

M-2   Complies with federal, state, and local policies and regulations

An instructional leader adheres to and communicates all governmental regulations and CCPS policies to staff members.

Highly Effective	Effective	Needs Improvement	Ineffective
• Conducts drills at all times of the school day and in a variety of different circumstances. • Records are accurately maintained, organized, and easily accessible. • Serves as a resource for others with regard to the language of the negotiated agreements.	• Ensures that county and state mandated safety drills are conducted and reported on time. • Ensures that procedures are in place to accurately maintain all records. • Is knowledgeable of and adheres to all negotiated agreements.	• Fails to document safety drills and/or fails to adhere to regulations and policies. • Records are inaccurately maintained. • Does not adhere to the negotiated agreements.	• Repeatedly out of compliance with safety regulations and policies. • Does not have procedures in place to guarantee accuracy of records. • Disregards negotiated agreements.

Evidence of Implementation:
• Safety inspections, safety data sheets, OSHA documentation, AHERA, accident reports, employee evaluations, planning time report, etc.

M-3   Manages fiscal resources

An instructional leader uses good fiscal management skills and bases decisions on students and school needs.

Highly Effective	Effective	Needs Improvement	Ineffective
• Involves diverse stakeholders in the budget process, makes adjustments as needed, implements budget in a fiscally responsible manner, and communicates budget updates throughout the school year. • Develops a culture of financial responsibility with all stakeholders while providing for all needs within the school community. • Communicates appropriate purchasing practices to all stakeholders and ensures these procedures are being adhered to by all staff, departments, clubs, and school-related organizations. • Maintains accurate, organized, and easily accessible financial records.	• Involves stakeholders in the budget process, and implements budget in a fiscally responsible manner. • Uses school, county, state, and federal funds judicially. • Adheres to CCPS purchasing procedures and ensures that all staff members follow the CCPS policies and procedures. • Ensures that procedures are in place to accurately maintain all financial records.	• Implements a budget that is not developed with stakeholder input. • Fails to spend funds in accordance with county, state, and federal regulations. • Adheres to CCPS purchasing procedures, but does not ensure that staff members adhere to these expectations. • Maintains financial records inaccurately.	• Develops budget without stakeholder input and fails to implement the budget. • Misappropriates funds or overspends accounts. • Fails to regularly follow or disregards the CCPS financial procedures and policies. • Does not have procedures in place to guarantee accuracy of financial records.

Evidence of Implementation:
• Monthly expense reports, budget survey, department meeting agendas, ICAB meeting agendas, SIT agendas, etc.

M-4   Manages physical plant

An instructional leader works to ensure a safe and clean school.

Highly Effective	Effective	Needs Improvement	Ineffective
- Facilitates use of school facilities by the community and ensures that accessibility is fair and equitable, and that all regulations and policies are being adhered to by community members. - The school and custodial staff are recognized by the state and county for continually maintaining a clean and safe school environment. - The school environment is constantly undergoing improvements creating an atmosphere of respect, cleanliness, and safety by all stakeholders.	- Manages community use of school facilities according to regulations and policies. - Maintains a safe and clean school environment in collaboration with custodial staff and maintenance. - Necessary improvements, alterations, and repairs are recognized and appropriate action is taken to ensure these improvements are completed as funds are allocated.	- Allows the use of school facilities, but fails to ensure all regulations and policies are being adhered to by community members. - The school building is not kept clean on a regular basis, but the school is maintained and considered safe at all times. - Necessary improvements, alterations, and repairs are recognized, but appropriate actions are not taken to ensure they are completed.	- Does not work with the community to ensure fair and equitable access to the school building. - The school building is not cleaned on a daily basis and dangerous conditions are not being fixed or reported in a timely manner. - Improvements, alterations, and repairs are not communicated, and appropriate actions are not taken to make the necessary corrections.

Evidence of Implementation:
- Building inspections, budget requests (maintenance needs), work orders, Use of Facilities reporting, etc.

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT	PRINCIPAL/ASSISTANT PRINCIPAL

C-1   Seeks and responds to stakeholder input during decision making processes

An instructional leader ensures that all stakeholder needs are represented within school policies and plans.

Highly Effective	Effective	Needs Improvement	Ineffective
- Maintains processes to actively seek input from a wide range of internal and external stakeholders before making relevant decisions or implementing change. - Anticipates needs and addresses those needs through all stakeholder groups. - Actively seeks and responds to input in a variety of ways from a cross-representation of members of the school community to address concerns within the school.	- Routinely and effectively solicits input from internal and external stakeholders to make informed decisions. - Responds to input regarding stakeholder needs before implementing change. - Seeks and responds to input in a variety of ways from a cross-representation of members of the school community to address concerns within the school.	- Makes rudimentary and insufficient contact with internal and external stakeholders to solicit input to make informed decisions. - Reacts in a limited fashion to the needs of stakeholder groups. - Responds to input in limited ways from members of the school community to address concerns within the school.	- Makes little or no effort to solicit input from concerned stakeholders when making decisions. - Acts without regard for the opinions or needs of stakeholders. - Makes little or no effort to seek input to address concerns within the school.

Evidence of Implementation:
- Surveys, meeting minutes/agendas, correspondence, social media, etc.

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT	PRINCIPAL/ASSISTANT PRINCIPAL

C-2   Advocates for public education/school system

An instructional leader actively promotes the policies and procedures that support success for all students.

Highly Effective	Effective	Needs Improvement	Ineffective
• Schedules and arranges multiple opportunities to promote and support initiatives of the school system. • Initiates and organizes advocacy efforts for the school, system, and the community. • Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities. • Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	• Utilizes opportunities to publicly support the initiatives of the school system. • Advocates for the needs of both the school and the school system. • Implements county policies and procedures fairly and consistently. • Presents a collaborative approach to local, state, and federal initiatives currently implemented in the school system.	• Makes limited effort to publicly support the initiatives of the school system. • Minimally advocates for the needs of the school or school system. • Implements county policies and procedures inconsistently. • Presents limited partnership with local, state, and federal initiatives currently implemented in the school system.	• Gives little or no visible public support of the initiatives of the school system. • Does not advocate for the needs of the school or school system. • Demonstrates limited knowledge/understanding of county policies and procedures. • Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.

Evidence of Implementation:
• Meeting minutes/agendas, correspondence, attendance at events, etc.

C-3 Ensures the development of an equitable and culturally responsive school.		PRINCIPAL/ASSISTANT PRINCIPAL	
An instructional leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
• Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. • Nurtures a sense of approachability and sustains positive relationships with families and caregivers. • Provides ongoing professional development to all staff and school community to increase culturally responsive practices that positively impact student learning. • Anticipates and corrects intolerant views directed at members of the school community.	• Has an understanding of the community's diverse cultural and social resources. • Builds and maintains positive relationships with families and caregivers. • Provides professional development to staff to increase culturally responsive practices that positively impact student learning. • Corrects intolerant statements directed at members of the school community.	• Demonstrates limited understanding of the community's diverse cultural, social and intellectual resources • Attempts to build positive relationships with families and caregivers with limited success. • Provides limited professional development to staff to promote culturally responsive practices that positively impact student learning. • Demonstrates an awareness of intolerant statements directed at members of the school community, but inconsistently addresses them.	• Unwilling to understand the community's diverse cultural, social and intellectual resources. • Allows relationships with families and caregivers to be negative. • Does not provide professional development to staff to increase culturally responsive practices. • Ignores or is unaware of intolerant statements directed at members of the school community.

Evidence of Implementation:
• Survey, professional development plans, discipline data, student achievement data, etc.

PROFESSIONAL CULTURE FOR TEACHERS AND STAF	PRINCIPAL/ASSISTANT PRINCIPAL

PC- 1   Develops instructional capacity in staff.

An instructional leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional capacity of staff.

Highly Effective	Effective	Needs Improvement	Ineffective
• Utilizes multiple sources of data to determine group and individual professional development needs. • Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals that are reviewed and responsive to changing needs of the school. • Provides differentiated professional development based on individual staff needs in order to achieve school improvement plan goals. • Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day that is consistent and in alignment with the school improvement plan. • Develops teams to take ownership for using data and student work to drive constant refinement of teaching.	• Utilizes multiple sources of data to determine professional development needs. • Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals. • Provides differentiated professional development according to needs of staff and student performance. • Provides opportunities for staff to engage in collaborative planning and critical reflection. • Orchestrates regular teacher team meetings as the prime focus for professional learning.	• Utilizes limited sources of data to determine professional development needs. • Provides professional development that lacks follow-through and is not connected to school improvement goals. • Provides professional development that is partially differentiated but does not take staff and/or student need into consideration. • Limited opportunities are provided for staff to engage in collaborative planning and critical reflection. • Suggests that teacher teams work together to address students' learning problems.	• Does not use data sources to determine professional development needs. • Does not execute a professional development plan for faculty and staff. • Professional development activities are not differentiated to reflect staff and/or student need. • Collaborative planning is not promoted. • Does not emphasize teamwork and teachers work mostly in isolation from colleagues.

Evidence of implementation:
• Minutes/agendas, professional development plans, data analysis, etc.

PROFESSIONAL CULTURE FOR TEACHERS AND STAFF	PRINCIPAL/ASSISTANT PRINCIPAL

PC- 2   Develops leadership capacity of staff

An instructional leader supports the leadership growth of staff.

Highly Effective	Effective	Needs Improvement	Ineffective
• Provides a variety of opportunities for staff members to take leadership roles in school initiatives. • Establishes a structure and utilizes a continuous improvement process to support staff in setting measurable professional goals that increase their leadership capacity. • Provides ongoing, actionable feedback to staff members in leadership roles in an effort to develop collaborative leadership skills.	• Provides opportunities for staff to take leadership roles in school initiatives. • Establishes process for staff to set and attain measurable professional goals that increase their leadership capacity. • Provides constructive feedback to staff members in leadership roles in an effort to develop collaborative leadership skills.	• Provides opportunities for few staff members to take leadership roles in school initiatives. • Establishes a limited process for staff to set and attain measurable professional goals that increase their leadership capacity. • Provides limited feedback to staff members in leadership roles.	• Does not provide opportunities for staff members to assume leadership roles in school initiatives. • Does not establish a process for staff to set and attain measurable professional goals that increase their leadership capacity. • Does not provide feedback to staff members in leadership roles.

Evidence of Implementation:
• Goal setting documentation, minutes/agendas, notes, evaluations, formal and informal observations, etc.

PC-3 Utilizes effective hiring processes and procedures to cultivate a diverse workforce.

An instructional leader promotes the success of all students through effective hiring practices of the school's human resources.

Highly Effective	Effective	Needs Improvement	Ineffective
• Hires and supports highly effective teachers who share the school's vision. • Uses the application selection criteria process to generate a pool of applicants that are culturally diverse and highly qualified. • Involves diverse stakeholders in the candidate screening and interview process. • Consistently follows policies and uses integrity with regard to procedures regarding the hiring and transfer of staff.	• Hires effective teachers who share the school's vision. • Ensures that a representative group of culturally diverse, highly qualified applicants are interviewed for open positions. • Involves stakeholders in the interview process. • Reviews and uses integrity with regard to procedures for the hiring and transfer of staff.	• Hires teachers who seem to fit the administration's philosophy of teaching. • Inconsistently selects a group of culturally diverse, highly qualified applicants to interview for open positions. • Inconsistently includes others in the interview process. • Utilizes hiring and transfer practices that do not follow current policies.	• Makes last-minute appointments to teaching vacancies based on candidates who are available. • Makes no effort to include culturally diverse, highly qualified applicants when interviewing for open positions. • Does not include stakeholders in the interview process. • Demonstrates a lack of knowledge and disregard for the hiring and transfer policies.

Evidence of Implementation:
• Interview summary sheets, observation and evaluation documents, etc.

PC-4   Manages Human Resources

An instructional leader promotes the success of all students through effectively managing the school's human resources.

Highly Effective	Effective	Needs Improvement	Ineffective
• Monitors staff frequently so that adjustments can be made to increase effectiveness and establish a cohesive school community focused on school continuous improvement. • Provides ongoing supervision of staff according to position, makes necessary changes based on the needs of the school, and proactively develops professional growth plans. • Consistently enforces CCPS policies, coordinates with Administrative Services and implements employee disciplinary procedures.	• Monitors the effectiveness of staff and provides feedback to staff in order to make changes as needed. • Provides supervision of staff according to position, makes necessary changes based on the needs of the school, and initiates improvement plans. • Enforces CCPS policies, coordinates with Administrative Services and implements employee disciplinary procedures.	• Monitors the effectiveness of staff only when a problem is identified. • Supervises staff according to position and makes necessary changes based on the needs of the school. • Minimally enforces CCPS policies and employee disciplinary procedures.	• Fails to supervise staff. • Supervises staff according to position and makes limited changes based on the needs of the school. • Does not regularly enforce CCPS policies and employee disciplinary procedures.

Evidence of Implementation:
• Observation and evaluation documents, disciplinary documents, etc.

ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS   **PRINCIPAL/ASSISTANT PRINCIPAL**

P-1   **Acts honestly and ethically**

An instructional leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
• Ensures that staff is informed and follow relevant school laws, policies and procedures, and addresses concerns directly. • Demonstrates and holds others to same standard of fairness and respect in actions and communications with all students, staff, and parents. • Maintains confidential information regarding students and staff appropriately as a priority for self and others. • Acts in an open and transparent manner with diverse stakeholders in all aspects of the school.	• Ensures that staff is informed and follow relevant school laws, policies, and procedures. • Demonstrates fairness and respect in actions and communications with all students, staff, and parents. • Uses confidential information regarding students and staff appropriately. • Acts in an open and transparent manner.	• Demonstrates awareness of relevant school laws, policies, and procedures. • Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. • Shares confidential information inadvertently and/or inappropriately. • Acts in a manner that is not transparent.	• Acts without knowledge or regard for school laws, policies, and procedures. • Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. • Divulges confidential information to inappropriate audiences. • Acts in a manner that is not transparent and may be illegal.

Evidence of Implementation:
• School Improvement Team created surveys, meeting feedback, anecdotal documentation (emails, conference summaries, letters), etc.

ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS   **PRINCIPAL/ASSISTANT PRINCIPAL**

P-2   **Demonstrates a positive work ethic and professionalism**

An instructional leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.

Highly Effective	Effective	Needs Improvement	Ineffective
• Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. • Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school-based activities. • Anticipates and adapts to changing conditions and expectations with the best interest of students in mind. • Establishes a school culture that assists staff and students to engage in reflection and personal goal setting. • Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. • Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.	• Is reliable and consistent about personal attendance and fulfillment of responsibilities. Accepts appointment to district work groups and contributes to the task of the committee. • Adapts to changing conditions and expectations with the best interest of students in mind. • Reflects upon personal effectiveness to establish personal improvement goals. • Stays informed on and adheres to relevant school laws, policies, and procedures. • Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	• Is most often reliable and consistent about personal attendance, but may not post absences as they occur. • Serves on district work groups but is not a consistent contributor. • Adapts to changing conditions and expectations without regard for best interest of students. • Reflects upon personal effectiveness without establishing personal improvement goals. • Is aware of relevant school laws, policies, and procedures but does not adhere to practices. • Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	• Is unreliable or inconsistent about regular, on-time attendance AND/OR does not register personal absences accurately or promptly. • Inconsistent attendance for district work groups and does not contribute when present. • Does not adapt to changing conditions and expectations. • Reflection and goal setting do not occur. • Does not remain updated and informed on relevant school laws, policies, and procedures. • Disregards expectations and allows for others to not uphold expectations.

Evidence of Implementation:
• Attendance on committees, conference summaries, Anecdotal documentation (emails, conference summaries, letters), etc.

P-3   Exercises sound judgement in decision making

An instructional leader adheres to CCPS policies and regulations, acts as a moral compass for the school or district and demonstrates decision making in the best interest and well-being of staff and students.

Highly Effective	Effective	Needs Improvement	Ineffective
• Consistently adheres to CCPS policies and regulations and ensures that necessary staff are aware of current policies and regulations. • Consistently exercises sound judgement in decision making, supporting CCPS policies and regulations, and seeks out resources when necessary. • Decisions are made to support the best interest and safety of students, staff and the school community, while adhering to laws and policies.	• Adheres to CCPS policies and regulations. • Exercises sound judgement in decision making, supporting CCPS policies and regulations, and seeks out resources when necessary. • Decisions are made to support the best interest and safety of students and the staff, while adhering to laws and policies.	• Fails to consistently adhere to CCPS policies and regulations. • Judgements made may not align to CCPS policies and regulations. • Decisions do not consistently support safety and well-being of students.	• Fails to acknowledge and adhere to CCPS policies and regulations. • Demonstrates poor judgement and decision making, indicating a failure to support CCPS policies and procedures. • Decisions do not support student safety or well-being.

Evidence of Implementation:
• Anecdotal documentation (emails, conference summaries, letters, etc.), use of guiding documents when making decisions, etc.

Name:		Date:
Assignment:		

DOMAIN 1		HE	E	NI	InE	NA
INSTRUCTION FOR STUDENT ACHIEVEMENT						
I-1	**Initiates and leads a vision for school-wide change**					
I-2	**Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.**					
I-3	Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.					
I-4	Develops schedules to meet the needs of students in alignment with system expectations					
I-5	**Promotes instruction that maximizes student learning.**					
Comments:						

DOMAIN 2		HE	E	NI	InE	NA
MANAGEMENT OF SCHOOL ENVIRONMENT						
M-1	Establishes and maintains a safe and orderly environment					
M-2	Complies with federal, state, and local policies and regulations					
M-3	Manages fiscal resources					
M-4	Manages physical plant					
Comments:						

DOMAIN 3		HE	E	NI	InE	NA
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT						
C-1	Seeks and responds to stakeholder input during decision making processes					
C-2	Advocates for public education/school system					
C-3	**Ensures the development of an equitable and culturally responsive school.**					
Comments:						

DOMAIN 4		HE	E	NI	InE	NA
PROFESSIONAL CULTURE FOR TEACHERS AND STAFF						
PC-1	Develops instructional capacity in staff					
PC-2	**Develops leadership capacity of staff**					
PC-3	**Utilizes effective hiring processes and procedures to cultivate a diverse workforce**					
PC-4	Manages human resources					
Comments:						

DOMAIN 5 **ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS**			HE	E	NI	InE	NA
P-1	Acts honestly and ethically						
P-2	Demonstrates a positive work ethic and professionalism						
P-3	Exercises sound judgement in decision making						
Comments:							

DOMAIN 6 **STUDENT ACHIEVEMENT**			HE	E	NI	InE	NA
A-1	Academic Index	20%					
A-2	Student Learning Objective #1	10%					
A-3	Student Learning Objective #2	10%					
A-4	Student Learning Objective #3	10%					
Comments:							

SUMMARY	HE	E	NI	InE
Domain 1 Instruction for Student Achievement				
Domain 2 Management of School Environment				
Domain 3 Community Outreach/ Stakeholder Engagement				
Domain 4 Professional Culture for Teachers and Staff				
Domain 5 Adheres to **Ethical Principles and Professional Norms**				
Professional Practices Subscore	HE	E		InE
Academic Index				
SLO 1 (insert paraphrased target)				
SLO 2 (insert paraphrased target)				
SLO 3 (insert paraphrased target)				
Student Achievement Subscore	HE	E	NI	InE
OVERALL EVALUATION	**HE**	**E**		**InE**

Comments:	

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1 Evaluatee 2. Evaluator 3 Personnel File	Name:	Name:
	Date:	Date:

*Indicates copy has been received; does not necessarily indicate agreement with evaluation.

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CCPS

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1				
INSTRUCTION FOR STUDENT ACHIEVEMENT				
I-1	**Initiates and leads a vision for school-wide change**			
I-2	**Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.**			
I-3	Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.			
I-4	Develops schedules to meet the needs of students in alignment with system expectations			
I-5	**Promotes instruction that maximizes student learning.**			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments:				

DOMAIN 2				
MANAGEMENT OF SCHOOL ENVIRONMENT				
M-1	Establishes and maintains a safe and orderly environment			
M-2	Complies with federal, state, and local policies and regulations			
M-3	Manages fiscal resources			
M-4	Manages physical plant			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments:				

DOMAIN 3				
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT				
C-1	Seeks and responds to stakeholder input during decision making processes			
C-2	Advocates for public education/school system			
C-3	**Ensures the development of an equitable and culturally responsive school.**			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments:				

DOMAIN 4				
PROFESSIONAL CULTURE FOR TEACHERS AND STAFF				
PC-1	Develops instructional capacity in staff			
PC-2	**Develops leadership capacity of staff**			
PC-3	**Utilizes effective hiring processes and procedures to cultivate a diverse workforce**			
PC-4	Manages human resources			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 5				
ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS				
P-1	Acts honestly and ethically			
P-2	Demonstrates a positive work ethic and professionalism			
P-3	Exercises sound judgement in decision making			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 6				
STUDENT ACHIEVEMENT				
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?				
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1. Evaluatee **2. Evaluator** **3. Executive Director**	 Name: Date:	 Name: Date:

*Indicates copy has been received; does not necessarily indicate agreement with evaluation.

INSTRUCTION FOR STUDENT ACHIEVEMENT		COORDINATOR/PROGRAM FACILITATOR	

I-1   Promotes the district vision.
        [MD Framework 1: Facilitates the development of a school vision]

An instructional leader articulates, supports, and promotes the school system's vision for quality teaching and learning.

Highly Effective	Effective	Needs Improvement	Ineffective
• Demonstrates flexibility and innovative leadership in responding to current national standards in order to develop an instructional vision. Communicates current trends to system leadership. • Develops an instructional vision that is articulated, implemented, shared, and supported by all stakeholders to address the values, challenges, and opportunities for the academic, social, and emotional development of students. • Develops procedures to embed the instructional vision in the school system culture and frequently reviews the relevance of the vision. • Recommends and prioritizes resources to maximize their impact on the implementation of the instructional vision.	• Develops an instructional vision aligned with national standards and by collaborating with system leadership. • Develops an instructional vision that actively works to address the values, challenges, and opportunities for the academic, social, and emotional development of students. • Develops procedures for the implementation and periodic review of an instructional vision. • Ensures that resources are aligned to support the instructional vision by providing guidance to system and building leaders.	• Develops an instructional vision that minimally addresses the current national standards and/or with minimal collaboration with system leadership. • Develops an instructional vision but this vision is not implemented to address the current academic, social and emotional development of students. • Develops procedures for the implementation of an instructional vision but does not provide opportunities for periodic review. • Provides minimal guidance on the selection of resources to support the instructional vision.	• Does not collaborate with system leadership or address the current national standards to develop an instructional vision. • Develops an instructional vision that does not reflect the current academic, social and emotional development of students. • Does not develop procedures for implementation and does not provide for review of an instructional vision. • Does not provide guidance on the selection of resources to support the instructional vision.

I-2   Develops and implements a strategic instructional plan
           [MD Framework 6: Uses technology and multiple data sources to improve instruction]

An instructional leader utilizes data analysis to determine system needs and works collaboratively to develop and implement instructional plans that enable students to reach academic, social, and emotional goals. The instructional leader will ensure that the strategic instructional plan aligns with the Cecil County Public Schools' Strategic Plan.

Highly Effective	Effective	Needs Improvement	Ineffective
• Demonstrates flexibility in responding to current trends to create and implement a specific strategic instructional plan with collaborative stakeholder input. • Utilizes technology in a variety of formats to inform multiple stakeholder groups of progress toward system improvement goals. • Ensures that research based strategies are utilized by highly qualified professionals to address the needs of all students. • Provides opportunities for stakeholders to regularly analyze data and monitor the effectiveness of the plan. Collaborates to make adjustments accordingly to continue progress toward meeting the goals.	• Creates and implements a specific strategic instructional plan through collaborative stakeholder input. • Collects and analyzes data to identify goals, assess program effectiveness, and promote learning. Utilizes technology in this process. • Ensures that strategies are developed and implemented to address the needs of all students. • Analyzes data regularly to monitor the effectiveness of the plan and makes adjustments accordingly to continue progress toward meeting the goals. Utilizes technology in this process.	• Creates a strategic instructional plan but does not implement all of the specific strategies in the plan. • Collects and analyzes data but does not use it purposefully to identify goals, assess program effectiveness, and promote learning. • Ensures that strategies are developed but these strategies are not effectively implemented to address the needs of all students. • Collects and analyzes data but does not use it purposefully to make adjustments accordingly to continue progress toward meeting the goals.	• Creates a strategic instructional plan without collaboration and/or fails to implement the plan. • Does not use data to inform system improvement decisions. • Does not develop nor implement strategies to address the needs of all students. • Displays no evidence of data analysis and does not monitor the progress of the plan toward meeting the goals.

I-3 Develops, adapts, and evaluates curriculum and assessments
[MD Framework 3: Monitor the alignment of curriculum, instruction, and assessment]
[MD Framework 4: Improve instruction through observation and evaluation of teachers]
[MD Framework 5: Ensure integration of appropriate assessment into daily instruction]

An instructional leader develops, adapts, evaluates, and updates curriculum and assessments that promote the success and well-being of every student in alignment with national, state, and system expectations. An instructional leader also makes recommendations to building leaders for the allocation, alignment, and efficient utilization of human, facility, and technology resources.

Highly Effective	Effective	Needs Improvement	Ineffective
• Involves multiple stakeholders in the development of curriculum and assessments based on current national, state, and system standards. Works with national, state, and regional teams to develop curriculum and assessments. • Ensures that curriculum writers are trained in the principles of the system's philosophical framework in order to develop curriculum and assessments. • Routinely reviews student performance data to evaluate the effectiveness of the curriculum and assessments. Uses this information for revisions and updates as needed. Communicates these findings to stakeholders. • Analyzes feedback from multiple stakeholders to identify trends and areas of success/needs. Uses this analysis to inform revisions and updates to the curriculum and assessments.	• Involves multiple stakeholders in the development of curriculum and assessments based on current national, state, and system standards. • Develops curriculum and assessments that are aligned with the system's philosophical framework. • Periodically reviews student performance data to evaluate the effectiveness of the curriculum and assessments. Uses this information for revisions and updates as needed. • Involves multiple stakeholders in providing feedback to inform revisions and updates to the curriculum and assessments. • Recommends that instructional assignments are aligned to the strengths and certifications of staff.	• Develops curriculum and assessments without representation of a variety of stakeholders. • Inconsistently uses the system's philosophical framework in the development of curriculum and assessments. • Reviews student performance data but does not use this information consistently for revisions and updates to curriculum and assessments. • Involves few stakeholders in providing feedback to inform revisions and updates to the curriculum and assessments. • Knows the strengths and/or certifications of staff but does not consistently make recommendations to match these to the instructional assignments.	• Does not use current national, state, and system standards in the development of curriculum and assessments. • Does not use the system's philosophical framework to develop curriculum and assessments. • Does not use student performance data to inform revisions and updates to curriculum and assessments. • Does not request feedback from stakeholders to inform revisions and updates to the curriculum and assessments. • Is unaware of the strengths and certifications of staff when making instructional recommendations.

• Involves staff members in ensuring that their strengths and certifications match instructional assignments to enhance the overall instructional program.			

INSTRUCTION FOR STUDENT ACHIEVEMENT		COORDINATOR/PROGRAM FACILITATOR	

I-4   Uses the evaluation processes to ensure curriculum implementation and high quality instruction
   *[MD Framework 2: Align all aspects of a school culture to **student** and adult learning]*

An instructional leader provides feedback, direction, and resources to ensure that the curriculum is implemented with fidelity and that high quality instructional practices are being utilized to meet the needs of all students. An instructional leader ensures that high expectations are set for the academic growth of all students.

Highly Effective	Effective	Needs Improvement	Ineffective
• Conducts regular and purposeful observations that target school improvement initiatives and identify professional development needs. • Exceeds the expectations for implementing the teacher evaluation system which may include more frequent evaluations. • Provides formal constructive feedback during observation and evaluation conferences as well as during ongoing informal visits, meetings, and conversations with teachers regarding curriculum and instruction. • Collaborates with school and system personnel to provide appropriate resources that maximize classroom instruction and student learning. • Actively searches for technology resources to maximize classroom instruction and student learning. • Collaborates with school and system personnel to ensure the	• Conducts regular and purposeful observations that lead to the meaningful evaluation of teacher performance. • Implements the teacher evaluation system in accordance with the Teacher Evaluation Handbook. • Provides formal constructive feedback during observation and evaluation conferences. This feedback clearly addresses each domain of the observation and evaluation forms. • Ensures that appropriate resources are provided to support classroom instruction and student learning. • Promotes the most appropriate use of technology to support classroom instruction and student learning. • Ensures the alignment of curriculum, instruction, and assessment in the specific content area.	• Does not consistently conduct purposeful observations, and teacher evaluations are not meaningful. • Does not consistently implement the teacher evaluation system in accordance with the Teacher Evaluation Handbook. • Provides feedback during observation and evaluation conferences but this feedback may not be constructive and may not address each domain of the observation and evaluation forms. • Provides minimal resources to support classroom instruction and student learning. Does not provide for equitable allocation of resources. • Promotes the use of technology but this technology does not support classroom instruction and student learning. • Is mindful of the alignment of curriculum, instruction, and assessment but does not ensure the alignment in the specific	• Does not conduct regular and purposeful observations, and teacher evaluations are not meaningful. • Does not meet the timelines or requirements of the teacher evaluation system. • Does not provide formal constructive feedback during observation and evaluation conferences. • Does not provide appropriate resources to support classroom instruction and student learning. • Use of technology is not valued as a tool to support classroom instruction and student learning. • Does not ensure the alignment of curriculum, instruction, and assessment. Does not seek resources to understand this alignment.

alignment of curriculum, instruction, and assessment in the specific content area and seeks opportunities to keep current with changes and updates.		content area.	

MANAGEMENT OF RESOURCES		COORDINATOR/PROGRAM FACILITATOR	
M-1 **Complies with federal, state, and local policies and regulations**			
An instructional leader crafts and connects management operations, policies and resources to the federal, state and local policies and regulations			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Is aware of emerging trends and proactively seeks ways to review and revise processes so that programs are advanced. - Proactively implements federal, state, and local policies and procedures. - Enables others to understand, adhere to and support relevant laws, and policies.	- Ensures that programs are aligned with current federal, state, and local policies and regulations. - Understands, adheres to and supports relevant laws and policies.	- Programs are not consistently aligned with federal, state, and local policies and regulations. - Does not consistently adhere to relevant laws and policies.	- Does not ensure that programs are aligned with federal, state, and local policies and regulations. - Does not adhere to relevant laws and policies.

MANAGEMENT OF RESOURCES		COORDINATOR/PROGRAM FACILITATOR	
M-2 Manages fiscal resources			
The instructional leader uses good fiscal management skills and bases decisions on student and program needs.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
• Develops a budget and locates or secures grants to help support the strategic instructional plan. • Projects long-term resource needs of the district • Continuously scrutinizes expenditures to maintain maximum fiscal responsibility • Allocates funds in fiscally responsible manner and adjusts to changing needs of the program. • Adheres to CCPS business services procedures and ensures that all staff members follow the CCPS policies and procedures. • Secures best prices and discounts for educational resources.	• Develops a multi-year fiscal plans and annual budgets that align to the strategic instructional plan. • Allocates funds in a fiscally responsible manner to support the implementation of the strategic instructional plan. • Adheres to CCPS business services procedures and ensures that all staff members follow the CCPS policies and procedures.	• Develops a budget that does not minimally support the strategic instructional plan. • Allocates funds that do not fully align with the implementation of the strategic instructional plan. • Inconsistently adheres to CCPS business services procedures and does not communicate these expectations to staff members.	• Develops a budget that does not support the strategic instructional plan. • Fails to develop a budget. • Allocates funds in an irresponsible manner and fails to implement the budget to support the strategic instructional plan. • Fails to regularly follow or communicate to stakeholders the CCPS business services procedures and policies.

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT		COORDINATOR/PROGRAM FACILITATOR	

C-1   Communicates effectively with all stakeholders
[MD Framework 8: Engage all community stakeholders in a shared responsibility for school success]

The instructional leader promotes the success of all students through effective communication with all stakeholder groups including school leaders, teachers, families, and community members. An instructional leader encourages open communication with members of diverse cultural and social groups.

Highly Effective	Effective	Needs Improvement	Ineffective
• Provides multiple opportunities to communicate with stakeholder groups to celebrate success and to address concerns regarding program/system initiatives. • Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. • Uses multiple data resources during multi-media presentations to engage stakeholders and to support decisions made for programs and initiatives.	• Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. • Encourages input from members of the school community to be active in supporting program/system initiatives. • Utilizes multiple resources and styles of presentation to engage stakeholders and incorporates data to support program/system initiatives.	• Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. • Encourages few members of the school community to provide feedback regarding concerns about program/system initiatives. • Relies on one or two methods/times to communicate with stakeholders using data that does not directly support the system/program initiative.	• Few opportunities are provided for stakeholder groups to discuss and support the program/system initiatives. • Little or inappropriate responses are provided to members of the school community on program/ system initiatives. • Relies on one or two methods/times to communicate with stakeholders without using supportive data.

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT   **COORDINATOR/PROGRAM FACILITATOR**

C-2   Seeks and responds to stakeholder input during decision making processes

The instructional leader ensures that all stakeholder needs are considered when developing program changes.

Highly Effective	Effective	Needs Improvement	Ineffective
• Actively builds and sustains the program with input from stakeholder regarding needs before implementing change. • Anticipates needs and addresses those needs through all stakeholder groups. • The education leader ensures collaboration with stakeholder and considers and respects needs when developing and or sustaining program changes.	• Responds to input regarding stakeholder needs before implementing change. • Responds appropriately to input given from stakeholder groups.	• Reacts inconsistently to the needs of stakeholder groups. • Responds to stakeholder input inconsistently.	• Demonstrates no reaction to the known needs of stakeholder groups. • Responds in a manner that is inconsistent with county policies and procedures when working with stakeholder groups.

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT		COORDINATOR/PROGRAM FACILITATOR	
C-3 Advocates for public education/ school system			
The instructional leader advocates, promotes and supports public education/the school system and the coordinator's program throughout the community and school system.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
• Schedules and arranges multiple opportunities to promote and support initiatives of the school system. • Assists in the development, review, and update of county policies and procedures. Implements county policies and procedures fairly and consistently. • Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	• Utilizes opportunities to publicly support the initiatives of the school system. • Implements county policies and procedures fairly and consistently. • Presents a positive outlook on local, state, and federal initiatives currently implemented in the school system.	• Makes limited effort to publicly support the initiatives of the school system. • Implements county policies and procedures inconsistently. • Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.	• Shows no visible public support of the initiatives of the school system. • Demonstrates limited knowledge/understanding of county policies and procedures. • Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.

HUMAN RESOURCES DEVELOPMENT		COORDINATOR/PROGRAM FACILITATOR	

HR-1   Develops instructional capacity in staff
[MD Framework 7: Provide staff with focused, sustained professional development]
*[MD Framework 2: Align all aspects of a school culture to student and **adult** learning]*

The instructional leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional capacity of teachers and administrators.

Highly Effective	Effective	Needs Improvement	Ineffective
• Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to program improvement goals that are reviewed and responsive to changing needs of the school system. • Provides differentiated professional development based on individual staff need in order to achieve program improvement plan goals. • Provides opportunities for staff to engage in collaborative planning and critical reflection during professional development sessions. These opportunities are consistent and in alignment with the program improvement plan.	• Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to program improvement goals. • Provides differentiated professional development according to career stages, needs of staff, and student performance. • Promotes opportunities for staff to engage in collaborative planning and critical reflection.	• Provides professional development that lacks follow-through and is not connected to program improvement goals. • Provides professional development that is partially differentiated but does not take into consideration need. • Limited opportunities are provided for staff to engage in collaborative planning and critical reflection.	• Does not demonstrate the ability to execute a professional development plan for faculty and staff. • Professional development activities are not differentiated. • Collaborative planning and/or critical reflection are not promoted.

DEVELOPING HUMAN RESOURCES   COORDINATOR/PROGRAM FACILITATOR

HR-2   Develops leadership capacity of staff.

An instructional leader provides support and training in an effort to build leadership capacity of teachers and administrators.

Highly Effective	Effective	Needs Improvement	Ineffective
• Provides opportunities for teacher members from multiple schools to take leadership roles in system initiatives. • Provides multiple opportunities for the development of administrators' understanding and capacity of particular discipline or programs through training, communications and joint observations. • Provides multiple opportunities for teacher leaders within schools and across the county to develop and facilitate county initiatives.	• Provides opportunities for teacher members to take leadership roles in system initiatives. • Develops administrators' understanding and capacity of particular discipline or programs through training, communications and joint observations. • Developing teacher leaders within schools to facilitate county initiatives.	• Provides limited opportunities for minimal teacher members to take leadership roles in system initiatives. • Provides limited opportunities to develop understanding and capacity of particular discipline or programs through training, communications and joint observations. • Provides limited development of teacher leaders within schools to facilitate county initiatives.	• Does not provide opportunities for teacher members to assume leadership roles in system initiatives. • Does not develop understanding and capacity of particular discipline or programs through training, communications and joint observations. • Does not develop or utilize teacher leaders within schools to facilitate county initiatives.

HR-3   Manages human resources

The instructional leader promotes the success of all students through effective hiring practices and management of the system's human resources.

Highly Effective	Effective	Needs Improvement	Ineffective
• Assists in the recruiting, interviewing, and hiring of highly qualified teachers. • Promotes, advocates, and recruits culturally diverse applicants. • Regularly reviews and provides feedback about the policies for the hiring and training of staff. • Serves as a resource for others with regards to the language of the negotiated agreements. • Trains and supports administrative/clerical staff, allowing them to take initiative and act independently to maintain program operations.	• Assists in the interviewing and hiring of highly qualified teachers. • Promotes the interviewing and hiring of culturally diverse applicants. • Follows and stays current with changes to the Cecil County Public Schools' policies regarding the hiring and training of staff. • Is knowledgeable of and adheres to all negotiated agreements. • Trains and supports administrative/clerical staff, allowing them to contribute to program operations.	• Does not offer support with interviewing and hiring teacher candidates. • Inconsistently promotes the interviewing and hiring of culturally diverse applicants. • Follows perceived policies for hiring and training of staff without staying current with policy changes. • Does not consistently adhere to the negotiated agreements. • Inconsistently trains and supports administrative/clerical staff allowing minimal independent actions in support of program operations.	• Does not assist with interviewing teacher candidates. • Makes no effort to include culturally diverse applicants in the interview process. • Demonstrates a lack of knowledge and disregard for the hiring and training policies. • Disregards negotiated agreements. • Inadequately trains or supports administrative/ clerical staff, resulting in minimal understanding or support of program operations.

RELATED PROFESSIONAL RESPONSIBILITIES   **COORDINATOR/PROGRAM FACILITATOR**

P-1   Communicates and acts honestly and ethically

The instructional leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The instructional leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
• Ensures that staff is informed and follow relevant school laws, policies, and procedures and addresses concerns directly. • Demonstrates and holds others to same standard of fairness and respect in actions and communications with all students, staff, and parents. • Maintains confidential information regarding students and staff appropriately; is a priority for self and others. • Is transparent in all decision-making and involves others when appropriate for personnel, district and school decision making.	• Ensures that staff is informed and follow relevant school laws, policies, and procedures. • Demonstrates fairness and respect in actions and communications with all students, staff, and parents. • Uses confidential information regarding students and staff appropriately. • Maintains transparency in personnel and school decision making. • Evaluates the potential moral and legal consequences of decision making.	• Demonstrates awareness of relevant school laws, policies, and procedures. • Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. • Confidential information may be inadvertently shared inappropriately. • Rationale for decision-making in not always clear.	• Acts without knowledge or regard for school laws, policies, and procedures. • Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. • Divulges confidential information to inappropriate audiences. • Rationale is self-serving and not in best interest of school.

RELATED PROFESSIONAL RESPONSIBILITIES		COORDINATOR/PROGRAM FACILITATOR	

P-2 Respects diversity in the school community

The instructional leader is aware of the diverse cultures represented in the community and is sensitive to issues and events that affect the community. When appropriate, the leader designs and executes a course of action to address issues or incidents that have the potential of negatively impacting members of the community.

Highly Effective	Effective	Needs Improvement	Ineffective
• Works in the community to form external partnerships that support the school's efforts to identify and meet diverse needs. • Works in collaboration with stakeholders to implement, adjust, and evaluate educational programming to meet the needs of diverse constituents. • Creates an infrastructure that helps to monitor and ensure equitable district practices and programming.	• Demonstrates the ability to build community consensus • Demonstrates ability to develop, implement, and evaluate, and adapt educational programming to meet the needs of diverse constituents. • Sets district-wide expectations for the fair treatment of all persons. • Reviews and critiques district policies, programs, and practices to ensure that student needs inform all aspects of schooling.	• Is aware of diverse community membership but may not consistently adjust programs to meet the diverse needs of the various constituencies. • Recognizes the need of educational programming for diverse constituents. • Recognizes the need for fair treatment but fails to establish clear expectations.	• Is unaware or does not consider diverse needs of the community subgroups. • Acts with insensitivity or disregard for unique needs of community members. • Does not recognize the inequity and treatment of others.

RELATED PROFESSIONAL RESPONSIBILITIES		COORDINATOR/PROGRAM FACILITATOR	
P-3 Demonstrates a positive work ethic			
The instructional leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
• Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. • Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school based activities. • Anticipates and adapts to changing conditions and expectations with the best interest of students in mind. • Establishes a district culture that assists staff and students to engage in reflection and personal goal setting.	• Is reliable and consistent about personal attendance and fulfillment of responsibilities. • Accepts appointment to district work groups and contributes to the task of the committee. • Adapts to changing conditions and expectations with the best interest of students in mind. • Reflects upon personal effectiveness to establish personal improvement goals. • Upholds core values of Cecil County Public Schools.	• Is most often reliable and consistent about personal attendance, but may not post absences as they occur. • Serves on district work groups but is not a consistent contributor. • Adapts to changing conditions and expectations without regard for the best interest of students. • Reflects upon personal effectiveness without establishing personal improvement goals.	• Is unreliable or inconsistent about regular, on time attendance, AND/OR does not register personal absences accurately or promptly. • Inconsistent attendance for district work groups and does not contribute when present. • Does not adapt to changing conditions and expectations. • Reflection and goal setting do not occur.

RELATED PROFESSIONAL RESPONSIBILITIES		COORDINATOR/PROGRAM FACILITATOR	
P-4 Models professionalism			
The instructional leader serves as a model of professional behavior and demeanor in appearance, language usage, punctuality and composure. The leader demonstrates respect for the opinions and interests of others in the organization and accepts responsibility for one's own actions and decisions.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
• Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. • Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.	• Stays informed on and adheres to relevant school laws, policies, and procedures. • Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	• Is aware of relevant school laws, policies, and procedures but does not adhere to practices. • Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	• Does not remain updated and informed on relevant school laws, policies, and procedures. • Disregards expectations and allows for others to not uphold expectations.

RELATED PROFESSIONAL RESPONSIBILITIES	COORDINATOR/PROGRAM FACILITATOR

P 5   Establishes and pursues appropriate goals for professional growth.

The instructional leader facilitates and promotes lifelong learning by pursuing, applying, and sharing professional growth experiences.

Highly Effective	Effective	Needs Improvement	Ineffective
• Sets and monitors progress toward appropriate goals for professional growth that are aligned with the school improvement plan shared with school community. • Maintains high levels of participation in professional development opportunities that are aligned with the district improvement plan, includes faculty/staff, and shares with the school community.	• Sets and monitors progress toward appropriate goals for professional growth. • Pursues opportunities for continued professional development by reading, coursework, conference attendance, professional committee work, and visiting other schools.	• Sets appropriate goals for professional growth but does not put a monitoring plan in place. • Participates in professional development activities as directed.	• Shows little evidence of working toward the goals set for professional growth. • Does not participate in personal professional development activities and demonstrates little direction or need for professional development.

"*Building a Foundation Lifelong Learning*"

CCPS

Name:		Date:
Assignment:		

DOMAIN 1 **INSTRUCTION FOR STUDENT ACHIEVEMENT**	HE	E	NI	InE	NA
I-1 Promotes the district's vision					
I-2 Develops and implements a strategic instructional plan					
I-3 Develops, adapts, and evaluates curriculum and assessments					
I-4 Uses the evaluation processes to ensure curriculum implementation and high quality instruction					
Comments:					

DOMAIN 2 **MANAGEMENT OF RESOURCES**	HE	E	NI	InE	NA
M-1 Complies with federal, state, and local policies and regulations					
M-2 Manages fiscal resources					
Comments:					

DOMAIN 3 **COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT**	HE	E	NI	InE	NA
C-1 Communicates effectively with all stakeholders to promote the success of all students					
C-2 Seeks and responds to stakeholder input during decision making processes					
C-3 Advocates for public education/school system					
Comments:					

DOMAIN 4 **DEVELOPING HUMAN RESOURCES**	HE	E	NI	InE	NA
HR-1 Develops instructional capacity of staff					
HR-2 Develops leadership capacity of staff					
HR-3 Manages human resources					
Comments:					

DOMAIN 5 RELATED PROFESSIONAL RESPONSIBILITIES		HE	E	NI	InE	NA
P-1	Communicates and acts honestly and ethically					
P-2	Respects diversity in the school community					
P-3	Demonstrates a positive work ethic					
P-4	Models professionalism					
P-5	Establishes and pursues appropriate goals for professional growth.					
Comments:						

DOMAIN 6 STUDENT ACHIEVEMENT			HE	E	NI	InE	NA
A-1	Academic Index for appropriate grade span	20%					
A-2	Student Learning Objective/ Goal #1	10%					
A-3	Student Learning Objective/ Goal #2	10%					
A-4	Student Learning Objective/ Goal #3	10%					
Comments:							

SUMMARY	HE	E	NI	InE	NA
Domain 1 Instruction for Student Achievement					
Domain 2 Management of Resources					
Domain 3 Community Outreach/ Stakeholder Engagement					
Domain 4 Developing Human Resources					
Domain 5 Related Professional Responsibilities					
Professional Practices Subscore	HE	E		InE	
Academic Index for appropriate grade span					
SLO/ Goal #1 (paraphrased)					
SLO/ Goal #2 (paraphrased)					
SLO/ Goal #3 (paraphrased)					
Student Achievement Subscore	HE	E	NI	InE	
OVERALL EVALUATION	**HE**	**E**		**InE**	

Comments:

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1 Evaluatee 2. Evaluator 3 Personnel File	Name: Date:	Name: Date:

*Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1				
INSTRUCTION FOR STUDENT ACHIEVEMENT				
I-1	Promotes the district's vision			
I-2	Develops and implements a strategic instructional plan			
I-3	Develops, adapts, and evaluates curriculum and assessments			
I-4	Uses the evaluation processes to ensure curriculum implementation and high quality instruction			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 2				
MANAGEMENT OF RESOURCES				
M-1	Complies with federal, state, and local policies and regulations			
M-2	Manages fiscal resources			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 3				
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT				
C-1	Communicates effectively with all stakeholders to promote the success of all students			
C-2	Seeks and responds to stakeholder input during decision making processes			
C-3	Advocates for public education/school system			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 4				
DEVELOPING HUMAN RESOURCES				
HR-1	Develops instructional capacity of staff			
HR-2	Develops leadership capacity of staff			
HR-3	Manages human resources			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 5				
RELATED PROFESSIONAL RESPONSIBILITIES				
P-1	Communicates and acts honestly and ethically			
P-2	Respects diversity in the school community			
P-3	Demonstrates a positive work ethic			
P-4	Models professionalism			
P-5	Establishes and pursues appropriate goals for professional growth.			
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DOMAIN 6				
STUDENT ACHIEVEMENT				
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?				
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1. Evaluatee **2. Evaluator** **3. Executive Director**	Name: Date:	Name: Date:

*Indicates copy has been received; does not necessarily indicate agreement with evaluation.

LEADERSHIP		PUPIL PERSONNEL WORKER	

L-1   Establishes and maintains high expectations

An education leader creates an environment conducive to learning by establishing high expectations for students, staff, and community. This is reflected in creating challenging goals that adhere to school law and the district's policies and procedures.

Highly Effective	Effective	Needs Improvement	Ineffective
• Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interest of students. • Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those high standards. • Establishes a school culture that assists staff and students to engage in reflection and personal goal setting.	• Stays informed on and adheres to relevant school laws, policies, and procedures. • Models district expectations for professional appearance, appropriate language, and appropriate workplace relationships. • Reflects upon personal effectiveness to establish personal improvement goals.	• Is aware of relevant school laws, policies, and procedures but does not adhere to practices. • Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors. • Reflects upon personal effectiveness without establishing personal improvement goals.	• Does not remain updated and informed on relevant school laws, policies, and procedures. • Disregards expectations and does not allow others to uphold expectations. • Reflection and goal setting do not occur.

LEADERSHIP		PUPIL PERSONNEL WORKER	

L-2   Demonstrates organizational ability

An education leader is organized and creates an environment of competence and control. By being organized, performance in various activities will be seen as thorough and complete.

Highly Effective	Effective	Needs Improvement	Ineffective
• Approach to record keeping is highly systematic and efficient, and serves as a model for colleagues in other schools.	• Reports, records, and documentation are accurate and are submitted in a timely manner.	• Reports, records, and documentation are generally accurate but are occasionally late.	• Reports, records, and documentation are missing, late, or inaccurate resulting in confusion.

LEADERSHIP		PUPIL PERSONNEL WORKER	

L-3   Demonstrates oral and written communication skills

An education leader promotes the success of all students through effective communication with all stakeholder groups including school leaders, teachers, families, and community members. An education leader encourages open communication with members of diverse cultural and social groups.

Highly Effective	Effective	Needs Improvement	Ineffective
• Provides multiple opportunities to communicate with stakeholder groups to celebrate successes and to address concerns regarding program/system initiatives. • Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. • Uses multiple data resources during multi-media presentations to engage stakeholders and to support decisions made for programs and initiatives.	• Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. • Encourages input from members of the school community to be active in supporting program/system initiatives. • Utilizes multiple resources and styles of presentation to engage stakeholders and incorporates data to support program/system initiatives.	• Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. • Encourages few members of the school community to provide feedback regarding concerns about program/system initiatives. • Relies on one or two methods/times to communicate with stakeholders using data that does not directly support the system/program initiatives.	• Few opportunities are provided for stakeholder groups to discuss and support program/system initiatives. • Little or inappropriate responses are provided to members of the school community on program/ system initiatives. • Relies on one or two methods/times to communicate with stakeholders without using supportive data.

LEADERSHIP			PUPIL PERSONNEL WORKER

L-4   Provides support to students, home, and community

An education leader ensures that all stakeholder needs are represented within school decision making.

Highly Effective	Effective	Needs Improvement	Ineffective
• Maintains processes to actively seek input from a wide range of internal and external stakeholders before making relevant decisions or implementing change. • Anticipates needs and addresses those needs through all stakeholder groups.	• Routinely and effectively solicits input from internal and external stakeholders to make informed decisions. • Responds to input regarding stakeholder needs before implementing change. • Responds appropriately to input given from stakeholder groups.	• Makes rudimentary and insufficient contact with internal and external stakeholders to solicit input to make informed decisions. • Reacts in a limited fashion to the needs of stakeholder groups. • Responds to stakeholder input inconsistently.	• Makes little or no effort to solicit input from concerned stakeholders when making decisions. • Acts without regard for the opinions or needs of stakeholders. • Demonstrates no reaction to the known needs of stakeholder groups. • Responds in a manner that is inconsistent with county policies and procedures when working with stakeholder groups.

LEADERSHIP		PUPIL PERSONNEL WORKER	

L-5   Advocates for public education/school system

An education leader actively promotes the policies and procedures that support success for all students.

Highly Effective	Effective	Needs Improvement	Ineffective
• Schedules and arranges multiple opportunities to promote and support initiatives of the school system. • Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities. • Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	• Utilizes opportunities to publicly support the initiatives of the school system. • Implements county policies and procedures fairly and consistently. • Presents a positive outlook on local, state, and federal initiatives currently implemented in the school system.	• Makes limited effort to publicly support the initiatives of the school system. • Implements county policies and procedures inconsistently. • Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.	• Gives little or no visible public support of the initiatives of the school system. • Demonstrates limited knowledge/understanding of county policies and procedures. • Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.

MANAGEMENT		PUPIL PERSONNEL WORKER	

M-1   Complies with federal, state, and local policies and regulations

An education leader adheres to and communicates all governmental policies and regulations to stakeholders.

Highly Effective	Effective	Needs Improvement	Ineffective
• Is aware of emerging trends and seeks ways to respond to these changing expectations so that programs are advanced. • Serves as a resource for others with regard to the language of COMAR regulations.	• Ensures that programs are aligned with federal, state, and local policies and regulations. • Is knowledgeable of and adheres to all COMAR regulations.	• Programs are not consistently aligned with federal, state, and local policies and regulations. • Does not adhere to COMAR regulations.	• Does not ensure that programs are aligned with federal, state, and local policies and regulations. • Disregards COMAR regulations.

M-2   Manages fiscal resources

An education leader uses good fiscal management skills and bases decisions on students and school needs.

Highly Effective	Effective	Needs Improvement	Ineffective
• Involves all stakeholders in the budget process, makes adjustments as needed, and implements budget in a fiscally responsible manner. • Develops a culture of financial responsibility with all stakeholders while providing for all needs within the school community. • Communicates appropriate purchasing practices to all stakeholders and ensures these procedures are being adhered to by all stakeholders. • Maintains accurate, organized and easily accessible financial records.	• Involves all stakeholders in the budget process, and implements budget in a fiscally responsible manner. • Uses school, county, state, and federal funds judicially. • Adheres to CCPS purchasing procedures and ensures that all staff members follow the CCPS policies and procedures. • Ensures that procedures are in place to accurately maintain all financial records.	• Implements a budget that is not developed with stakeholder input. • Fails to spend funds in accordance with county, state, and federal regulations. • Adheres to CCPS purchasing procedures, but does not ensure that staff members adhere to these expectations. • Maintains financial records inaccurately.	• Develops budget without stakeholder input and fails to implement the budget. • Misappropriates funds or overspends accounts and fails to maintain a healthy fund balance. • Fails to regularly follow or disregards the CCPS financial procedures and policies. • Does not have procedures in place to guarantee accuracy of financial records.

MANAGEMENT			PUPIL PERSONNEL WORKER

M-3   Maintains flexibility in work schedule/time management

An education leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.

Highly Effective	Effective	Needs Improvement	Ineffective
• Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. • Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school-based activities. • Anticipates and adapts to changing conditions and expectations with the best interest of students in mind.	• Is reliable and consistent about personal attendance and fulfillment of responsibilities. • Accepts appointment to district work groups and contributes to the task of the committee. • Adapts to changing conditions and expectations with the best interest of students in mind.	• Is most often reliable and consistent about personal attendance, but may not post absences as they occur. • Serves on district work groups but is not a consistent contributor. • Adapts to changing conditions and expectations without regard for best interest of students.	• Is unreliable or inconsistent about regular, on-time attendance AND/OR does not register personal absences accurately or promptly. • Inconsistent attendance for district work groups and does not contribute when present. • Does not adapt to changing conditions and expectations.

MANAGEMENT		PUPIL PERSONNEL WORKER	

M-4   Plans, prepares, and implements appropriate programs

An education leader is knowledgeable and informed about various programs that will assist students and families achieve success.

Highly Effective	Effective	Needs Improvement	Ineffective
• The PPW helps individual students and families formulate academic and personal/social plans that will assist the student in being academically successful.	• The PPW helps students and their families formulate academic and personal/social plans that foster student success.	• The PPW attempts to help students and families formulate academic and personal/social plans that are partially acceptable.	• The PPW develops plans that are independent of student and family needs.

MANAGEMENT		PUPIL PERSONNEL WORKER	

M-5   Conducts productive conferences

An education leader is informed about current issues and can apply appropriate strategies to effectively communicate to a varied audience.

Highly Effective	Effective	Needs Improvement	Ineffective
• Establishes clear standards of conduct for conferences, and students and families contribute to maintaining them. • Takes a leadership role in maintaining an environment of civility and cooperation during any conference.	• Establishes clear standards of conduct for conferences. • Makes significant contributions to the environment of civility and cooperation during any conference.	• The effort to establish standards of conduct for conferences is partially successful. • Makes an attempt, with limited success, to contribute to the level of civility and cooperation during any conference.	• Has established no standards of conduct for student or family conferences. • Makes no contribution to maintaining an environment of civility and cooperation during any conference.

H-1   Establishes and pursues appropriate goals for professional growth

An education leader facilitates and promotes lifelong learning by pursuing, applying, and sharing professional growth experiences.

Highly Effective	Effective	Needs Improvement	Ineffective
• Sets and monitors progress toward appropriate goals for professional growth that are aligned with the school improvement plan shared with school community. • Maintains high levels of participation in professional development opportunities that are aligned with the school improvement plan, includes faculty/staff, and are shared with the school community.	• Sets and monitors progress toward appropriate goals for professional growth. • Pursues opportunities for continued professional development by reading, coursework, conference attendance, professional committee work, and visiting other schools.	• Sets appropriate goals for professional growth but does not put a monitoring plan in place. • Participates in professional development activities as directed.	• Shows no evidence of working toward the goals set for professional growth. • Does not participate in personal professional development activities and demonstrates no direction or need for professional development.

HUMAN RESOURCES DEVELOPMENT		PUPIL PERSONNEL WORKER	
H-2 Manages human resources			
An education leader promotes the success of all students through management of the school's human resources.			

Highly Effective	Effective	Needs Improvement	Ineffective
• Values a substantial contribution to school and district programs. • Assumes leadership with colleagues.	• Participates actively in school and district programs. • Maintains positive and productive relationships with colleagues.	• Participates in school and district programs when specifically requested. • Relationships with colleagues are cordial.	• Avoids being involved in school and district programs. • Relationships with colleagues are negative or self-serving.

INTERPERSONAL RELATIONSHIPS		PUPIL PERSONNEL WORKER	

IR-1   Demonstrates positive interpersonal relationships

An education leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
• Ensures that staff is informed and follow relevant school laws, policies and procedures, and addresses concerns directly. • Demonstrates and holds others to same standard of fairness and respect in actions and communications with all students, staff, and parents. • Maintains confidential information regarding students and staff appropriately is a priority for self and others. • Is transparent in all decision-making and involves others when appropriate for personnel and school decision making.	• Ensures that staff is informed and follow relevant school laws, policies, and procedures. • Demonstrates fairness and respect in actions and communications with all students, staff, and parents. • Uses confidential information regarding students and staff appropriately. • Maintains transparency in personnel and school decision-making.	• Demonstrates awareness of relevant school laws, policies, and procedures. • Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. • Confidential information may be inadvertently shared inappropriately. • Rationale for decision-making in not always clear.	• Acts without knowledge or regard for school laws, policies, and procedures. • Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. • Divulges confidential information to inappropriate audiences. • Rationale is self-serving and not in best interest of school.

INTERPERSONAL RELATIONSHIPS		PUPIL PERSONNEL WORKER	

IR-2   Develops capacity of fellow professionals

An educational leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional and leadership capacity of staff.

Highly Effective	Effective	Needs Improvement	Ineffective
• Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals that are reviewed and responsive to changing needs of the school. • Provides differentiated professional development based on individual staff needs in order to achieve school improvement plan goals. • Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day that is consistent and in alignment with the school improvement plan. • Provides opportunities for multiple staff members to take leadership roles in school initiatives. • Develops teams to take ownership for using data and student work to drive constant refinement of teaching.	• Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals. • Provides differentiated professional development according to career stages, needs of staff, and student performance. • Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day. • Provides opportunities for staff to take leadership role in school initiatives. • Orchestrates regular teacher team meetings as the prime focus for professional learning.	• Provides professional development that lacks follow-through and is not connected to school improvement goals. • Provides professional development that is partially differentiated but does not take need into consideration. • Limited opportunities are provided for staff to engage in collaborative planning and critical reflection during the school day. • Provides limited opportunities for minimal staff members to take leadership role in school initiatives. • Suggests that teacher teams work together to address students' learning problems.	• Does not demonstrate the ability to execute a professional development plan for faculty and staff. • Professional development activities are not differentiated. • Collaborative planning is not promoted. • Does not provide opportunities for staff members to assume leadership role in school initiatives. • Does not emphasize teamwork and teachers work mostly in isolation from colleagues.

INTERPERSONAL RELATIONSHIPS		PUPIL PERSONNEL WORKER	

IR-3   Demonstrates professional demeanor

An education leader serves as a model of professional behavior and demeanor in appearance, language usage, punctuality, and composure. The leader demonstrates respect for the opinions and interests of others in the organization, and accepts responsibility for one's own actions and decisions.

Highly Effective	Effective	Needs Improvement	Ineffective
• Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. • Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.	• Stays informed on and adheres to relevant school laws, policies, and procedures. • Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	• Is aware of relevant school laws, policies, and procedures but does not adhere to practices. • Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	• Does not remain updated and informed on relevant school laws, policies, and procedures. • Disregards expectations and allows for others to not uphold expectations.

INTERPERSONAL RELATIONSHIPS		PUPIL PERSONNEL WORKER	

IR-4   Respects diversity in the school community

An education leader is aware of the diverse cultures represented in the community and is sensitive to issues and events that affect that community. When appropriate, the leader designs and executes a course of action to address issues or incidents that have the potential of negatively impacting members of the community.

Highly Effective	Effective	Needs Improvement	Ineffective
• Works in the community to form external partnerships that support the school's efforts to identify and meet diverse needs. • Demonstrates implements, adjusts, and evaluates educational programming to the needs of diverse constituents. • Recognizes and rewards fairness and promotes a sense of school pride within the school community.	• Demonstrates the ability to build community consensus. • Demonstrates ability to adapt educational programming to the needs of diverse constituents. • Sets school-wide expectations for the fair treatment of all persons.	• Is aware of diverse community membership but may not adjust programs to meet the diverse needs of the various constituencies. • Recognizes the need of educational programming for diverse constituents. • Recognizes the need for fair treatment but fails to establish clear expectations.	• Is unaware or does not consider diverse needs of the community subgroups. • Acts with insensitivity or disregard for unique needs of community members. • Does not recognize the inequity and mistreatment of others.

Name:	Date:
Assignment:	

DOMAIN 1 **LEADERSHIP**		HE	E	NI	InE	NA
L-1	Establishes and maintains high expectations					
L-2	Demonstrates organizational ability					
L-3	Demonstrates oral and written communication skills					
L-4	Provides support to students, home, and community					
L-5	Advocates for public education/school system					
Comments:						

DOMAIN 2 **MANAGEMENT**		HE	E	NI	InE	NA
M-1	Complies with federal, state, and local policies and regulations					
M-2	Manages fiscal resources					
M-3	Maintains flexibility in work schedule/time management					
M-4	Plans, prepares, and implements appropriate programs					
M-5	Conducts productive conferences					
Comments:						

DOMAIN 3 **HUMAN RESOURCES DEVELOPMENT**		HE	E	NI	InE	NA
H-1	Establishes and pursues appropriate goals for professional growth					
H-2	Manages human resources					
Comments:						

DOMAIN 4 **INTERPERSONAL RELATIONSHIPS**		HE	E	NI	InE	NA
IR-1	Demonstrates positive interpersonal relationships					
IR-2	Develops capacity of fellow professionals					
IR-3	Demonstrates professional demeanor					
IR-4	Respects diversity in the school community					
Comments:						

DOMAIN 5 **STUDENT ACHIEVEMENT**			HE	E	NI	InE	NA
A-1	Academic Index	20%					
A-2	Student Learning Objective/ Goal #1	10%					
A-3	Student Learning Objective/ Goal #2	10%					
A-4	Student Learning Objective/ Goal #3	10%					
Comments:							

SUMMARY	HE	E	NI	InE	NA
Domain 1 Leadership					
Domain 2 Management					
Domain 3 Human Resources Development					
Domain 4 Interpersonal Relationships					
Professional Practices Subscore	HE	E		InE	
Academic Index					
SLO/ Goal #1 (paraphrased)					
SLO/ Goal #2 (paraphrased)					
SLO/ Goal #3 (paraphrased)					
Student Achievement Subscore	HE	E	NI	InE	
OVERALL EVALUATION	**HE**	**E**		**InE**	

Comments:	

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1. Evaluatee 2. Evaluator 3. Personnel File	Name: Date:	Name: Date:

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Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1 **LEADERSHIP**	
L-1	Establishes and maintains high expectations
L-2	Demonstrates organizational ability
L-3	Demonstrates oral and written communication skills
L-4	Provides support to students, home, and community
L-5	Advocates for public education/school system
Rating	☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Ineffective
Comments	

DOMAIN 2 **MANAGEMENT**	
M-1	Complies with federal, state, and local policies and regulations
M-2	Manages fiscal resources
M-3	Maintains flexibility in work schedule/time management
M-4	Plans, prepares, and implements appropriate programs
M-5	Conducts productive conferences
Rating	☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Ineffective
Comments	

DOMAIN 3 **HUMAN RESOURCES DEVELOPMENT**	
HR-1	Establishes and pursues appropriate goals for professional growth
HR-2	Manages human resources
Rating	☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Ineffective
Comments	

DOMAIN 4 **INTERPERSONAL RELATIONSHIPS**	
IR-1	Demonstrates positive interpersonal relationships
IR-2	Develops capacity of fellow professionals
IR-3	Demonstrates professional demeanor
IR-4	Respects diversity in the school community
Rating	☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Ineffective
Comments	

DOMAIN 6				
STUDENT ACHIEVEMENT				
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?				
Rating	☐ Highly Effective	☐ Effective	☐ Needs Improvement	☐ Ineffective
Comments				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1. Evaluatee **2. Evaluator** **3. Executive Director**	Name: Date:	Name: Date:

*Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Establishing and Monitoring the Student Learning Objectives

At the start of the school year, by September 30 annually, the evaluated administrator and next-in-line administrator will reach consensus on three (3) Student Learning Objectives for the purpose of the annual performance evaluation. These targets accompany the state measures for all administrators.

Student Learning Objectives – are annual targets of student performance measures. These targets are set for such indicators as state measures or local measures and could include, as examples, progress toward Annual Measureable Objectives for specific subpopulations, graduation or promotion rates, drop-out rates, standardized score progress and other collective measures of student growth and proficiency. For high school principals, at least one SLO must address High School Assessment data for any tested subject.

Since the overall state measures for all students will be included in the evaluation protocol in the PARCC growth or School Progress Index, these individual SLO measures should address additional, distinct measures of student performance.

Professional Activities Form

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

Administrator Student Learning Objective

Each administrator maintains this document for each of his/her objectives. These documents are reviewed throughout the year with next-in-line administrator and become the basis of the summative evaluation conference.

Administrator:	*School/ Assignment:*
Grade/Subject:	*School Year*:
Evaluator(s):	
Student Learning Objective (SLO):	
Population:	
Instructional Timeframe:	
Content Standard(s) Involved:	
Data Source and Discussion of Baseline Performance:	

Tiered Targets	
Highly Effective	
Effective	
Needs Improvement	
Ineffective	

*Goal Attainment / Results [**To be completed at end of instructional timeframe, when assessment data is available. Space is provided here for a summary statement of attainment consistent with the Tiered Targets above, but back up data (class lists, etc.) would accompany this document at the summary evaluation conference.]*

Targets determined by September 30

Date: _____

Evaluator's Signature	Date	Evaluatee's Signature	Date

SLO / Goal Assessment Summary Report

Degree of Attainment: __ Highly Effective __ Effective ___Needs Improvement __Ineffective

Comments:

Evaluator's Signature	Date	Evaluatee's Signature	Date

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Learning"

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

Name:	Date:
Assignment:	

DOMAIN 1	
INSTRUCTION FOR STUDENT ACHIEVEMENT	
I-1	**Initiates and leads a vision for school-wide change**
I-2	**Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.**
I-3	Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.
I-4	Develops schedules to meet the needs of students in alignment with system expectations
I-5	**Promotes instruction that maximizes student learning.**
Professional Activities:	

DOMAIN 2	
MANAGEMENT OF SCHOOL ENVIRONMENT	
M-1	Establishes and maintains a safe and orderly environment
M-2	Complies with federal, state, and local policies and regulations
M-3	Manages fiscal resources
M-4	Manages physical plant
Professional Activities:	

DOMAIN 3	
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT	
C-1	Seeks and responds to stakeholder input during decision making processes
C-2	Advocates for public education/school system
C-3	**Ensures the development of an equitable and culturally responsive school.**
Professional Activities:	

DOMAIN 4	
PROFESSIONAL CULTURE FOR TEACHERS AND STAFF	
PC-1	Develops instructional capacity in staff
PC-2	**Develops leadership capacity of staff**
PC-3	**Utilizes effective hiring processes and procedures to cultivate a diverse workforce**
PC-4	Manages human resources
Professional Activities:	

DOMAIN 5	
ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS	
P-1	Acts honestly and ethically
P-2	Demonstrates a positive work ethic and professionalism
P-3	Exercises sound judgement in decision making
Professional Activities:	

DOMAIN 6	
STUDENT ACHIEVEMENT	
A-1	Academic Index
A-2	Student Learning Objective/Goal #1
A-3	Student Learning Objective/Goal #2
A-4	Student Learning Objective/Goal #3
Professional Activities:	

Submitted by: _____ Date: _____

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In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

Name:	Date:
Assignment:	

DOMAIN 1	
INSTRUCTION FOR STUDENT ACHIEVEMENT	
I-1	Promotes the district's vision
I-2	Develops and implements a strategic instructional plan
I-3	Develops, adapts, and evaluates curriculum and assessments
I-4	Uses the evaluation processes to ensure curriculum implementation and high quality instruction
Professional Activities:	

DOMAIN 2	
MANAGEMENT OF RESOURCES	
M-1	Complies with federal, state, and local policies and regulations
M-2	Manages fiscal resources
Professional Activities:	

DOMAIN 3	
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT	
C-1	Communicates effectively with all stakeholders to promote the success of all students
C-2	Seeks and responds to stakeholder input during decision making processes
C-3	Advocates for public education/school system
Professional Activities:	

DOMAIN 4	
DEVELOPING HUMAN RESOURCES	
HR-1	Develops instructional capacity of staff
HR-2	Develops leadership capacity of staff
HR-3	Manages human resources
Professional Activities:	

DOMAIN 5	
RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respects diversity in the school community
P-3	Demonstrates a positive work ethic
P-4	Models professionalism
P-5	Establishes and pursues appropriate goals for professional growth.
Professional Activities:	

DOMAIN 6	
STUDENT ACHIEVEMENT	
A-1	Academic Index
A-2	Student Learning Objective/Goal #1
A-3	Student Learning Objective/Goal #2
A-4	Student Learning Objective/Goal #3
Professional Activities:	

Submitted by: _____ Date: _____

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

Name:	Date:
Assignment:	

DOMAIN 1 LEADERSHIP	
L-1	Establishes and maintains high expectations
L-2	Demonstrates organizational ability
L-3	Demonstrates oral and written communication skills
L-4	Provides support to students, home, and community
L-5	Advocates for public education/school system
Professional Activities:	

DOMAIN 2 MANAGEMENT	
M-1	Complies with federal, state, and local policies and regulations
M-2	Manages fiscal resources
M-3	Maintains flexibility in work schedule/time management
M-4	Plans, prepares, and implements appropriate programs
M-5	Conducts productive conferences
Professional Activities:	

DOMAIN 3 HUMAN RESOURCES DEVELOPMENT	
H-1	Establishes and pursues appropriate goals for professional growth
H-2	Manages human resources
Professional Activities:	

DOMAIN 4 INTERPERSONAL RELATIONSHIPS	
IR-1	Demonstrates positive interpersonal relationships
IR-2	Develops capacity of fellow professionals
IR-3	Demonstrates professional demeanor
IR-4	Respects diversity in the school community
Professional Activities:	

DOMAIN 5	
RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respects diversity in the school community
P-3	Demonstrates a positive work ethic
P-4	Models professionalism
Professional Activities:	

Submitted by: _____ Date: _____

When an administrator's performance indicates a need to improve, the administrator and the next-in-line administrator will collaboratively develop goals and strategies to address the areas of focus that are less than effective. Using the **Professional Improvement Plan** form, the named parties will select specific objectives, identify means of achieving the objectives, agree to the method of measuring achievement of the objective, and set a timeline for achieving the objective.

This Professional Improvement Plan process may be initiated at any point of the year, but must be initiated for any domain rating on the Mid-Year Formative or Annual Summative Evaluation that is less than effective.

The timeline for achieving the objective(s) must be established to provide feedback prior to March 15 for non-tenured administrators and April 15 for tenured administrators.

Before the end of the timeline established, the evaluated administrator and the next-in-line administrator will meet to discuss progress made toward addressing the selected objectives. The evaluator will reach a conclusion relative to the degree of attainment. That assessment will be one of the following:

> A. Fully Achieved
> B. Partially Achieved
> C. Not Achieved

PROFESSIONAL IMPROVEMENT PLAN

Name _____ Assignment _____

Evaluator _____

AREAS OF FOCUS (Domain or component)

OBJECTIVE

MEANS OF ACHIEVING OBJECTIVE

METHOD OF MEASURING ACHIEVEMENT OF OBJECTIVE

TIMELINE/TARGET DATE(S) FOR ACHIEVING OBJECTIVE(S) – Including Completion Date of Plan

_____   _____

Evaluator's Signature   Date   Evaluatee's Signature   Date

Professional Improvement Plan Summary

Degree of Attainment: ☐ Fully Achieved   ☐ Partially Achieved   ☐ Not Achieved

Comments:

_____   _____

Evaluator's Signature   Date   Evaluatee's Signature   Date

*A signature indicates a copy received – does not necessarily indicate agreement.

Mission Statement
Our mission is to provide an excellent Pre-Kindergarten through graduation learning experience that enables ALL students to demonstrate the skills, knowledge and attitudes required for lifelong learning and productive citizenship in an ever changing global society.

VISION of the CECIL COUNTY PUBLIC SCHOOL SYSTEM

The Cecil County Public School System is a diverse learning community where all stakeholders are respected and valued and contribute to an excellent education program in an ever-changing global society.

STUDENTS ARE CARING CITIZENS WHO TAKE RESPONSIBILITY TO DEMONSTRATE THE SKILLS, KNOWLEDGE AND ATTITUDES REQUIRED TO EXCEL ACADEMICALLY AND TO BE PREPARED FOR FUTURE CHALLENGES.

TEACHERS AND STAFF UNDERSTAND THEIR PRIMARY RESPONSIBILITY IS THE SUCCESS OF ALL STUDENTS. THEY COLLABORATE IN THE CREATION, DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT OF AN EXCELLENT PRE-KINDERGARTEN THROUGH GRADUATION LEARNING EXPERIENCE. THEY SHARE IN DECISIONS THAT HAVE SIGNIFICANT IMPACT ON THE SCHOOL AND COMMUNITY IN THE COGNITIVE, AFFECTIVE, PHYSICAL AND SOCIAL DOMAINS.

PARENTS AND OTHER CITIZENS PROVIDE A NURTURING ENVIRONMENT THAT SUPPORTS STUDENT LEARNING. THEY ACTIVELY PARTICIPATE IN THE DECISION-MAKING PROCESS AND CONTRIBUTE TIME AND RESOURCES THAT ASSIST IN FULFILLING THE MISSION OF THE SCHOOL.

THE SCHOOL ORGANIZATION IS FLEXIBLE AND DESIGNED TO MEET THE COMPLEXITIES OF LIFE IN THE TWENTY-FIRST CENTURY. THE SCHOOL IS A VITAL PART OF THE COMMUNITY AND IS USED TO FURTHER THE ONGOING EDUCATION OF ALL CITIZENS.

SCHOOL ADMINISTRATORS ARE INSTRUCTIONAL LEADERS WHO MANAGE THE SCHOOL ENVIRONMENT AND USE THEIR EXPERTISE TO FACILITATE LEARNING AND CONTINUOUS IMPROVEMENT.

CENTRAL OFFICE SUPPORT PERSONNEL PROVIDE LEADERSHIP, RESOURCES, AND SERVICES TO SCHOOLS AND DEPARTMENTS TO PROMOTE THE ACCOMPLISHMENT OF THE VISION.

Excellence

The pursuit of excellence requires that we:
- Set high goals and hold ourselves accountable for their attainment
- Seek continuous improvement in all that we do
- Take pride in achieving established goals
- Celebrate our successes
- Dedicate ourselves to meeting the needs of our community

Safety and Wellness

We will promote and protect the well-being of students and employees as we:
- Provide a safe, secure and healthy environment
- Assume responsibility for our own health and safety
- Participate in activities that promote personal health, safety and wellness
- Provide the support systems that promote job satisfaction and success for our employees
- Recognize that our employees are driven by the pride they take in a job well done and show that we value this commitment

Integrity

To exemplify personal and organizational ethical behavior, we will:
- Model our Vision and Core Values
- Do what is right, equitable and honest
- Take responsibility for our own actions and decisions
- Maintain confidentiality of information entrusted to us

Learning

As an organization dedicated to learning and growth, we will:
- Engage in continuous professional growth and development
- Value and reward creativity, innovation and risk taking
- Set goals and use data to evaluate goal attainment

Flexibility

To demonstrate our personal and organizational flexibility, we will:
- Be open to new ideas
- Adapt to changing conditions in our schools and community
- Take well considered risks
- Embrace new, best practices in our programs and efforts

Collaboration

We will work in a collaborative environment in which we will:
- Be open, trusting, honest and timely in our communication
- Engage others in the decision making process
- Acknowledge and appreciate diversity
- Nurture and mentor one another
- Value and respect the contributions of all

Statement of Ethics for Educational Leaders

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

American Association of School Administrators 2002
http://www.aasa.org/content.aspx?id=1390