Maine DOE State Performance Evaluation and Professional Growth (PEPG) Model for Principals:

Auburn School Department
Administrator Evaluation Framework

Introduction—Rule Chapter 180, adopted by the Maine DOE in April 2014, requires that the Department "develop at least one complete State Model PEPG system for teachers and at least one complete State Model PEPG system for principals." The Department worked for several months with various stakeholders and consultants to develop a state PEPG model for teachers, which was released on August 4, 2014 for the 2014-15 pilot year.

For the purposes of providing a state PEPG model for principals, the Department elected to adopt the model contained herein, which was developed by the Auburn School Department (ASD).

Adoption Process—In preparing the ASD Administrator Evaluation Framework for adoption as a state model, a collaborative group— comprising ASD administrators, Maine DOE staff, and representatives of The Maine Principals' Association—convened to review the framework document that had been developed by the ASD development committee, make revisions, and finalize the details. The ASD Administrator Evaluation Framework builds on the principal evaluation system developed by the MPA by including student learning and growth measures and other elements to form a complete model. INSERT LINK [A Quality Assurance Inventory] prepared by the Maine DOE and ASD provides detailed evidence of how the ASD Administrator Evaluation Framework meets the requirements of Rule Chapter 180.

Use of the model—The Maine DOE/ASD Administrator Evaluation Framework may be used by SAUs in one of four ways:

1. A model to be voluntarily adopted in its entirety* prior to June 1, 2015;
2. A model to be adopted in its entirety by SAUs who are not able to complete the development of a model in accordance with the requirements of Chapter 180 prior to June 1, 2015;
3. A model to be adopted in part and merged with locally determined elements by SAUs prior to June 1, 2015; or
4. A guide to local SAUs in developing and implementing a model.

> In scenario 1, districts may modify details—such as the name of the document or the introductory narratives—in order to brand the model and align it with district strategic plans, as long as the modifications do not alter the elements of the evaluation and support processes.

The 2014-2015 school year will serve as a pilot year for the ASD Administrator Evaluation Framework. From September 2014 through March 2015 the Department will partner with Auburn and one or two other districts who choose to adopt the model in its entirety to monitor implementation of the mode elements and make adjustments. The Department will publish revised teacher and principal models in April of 2015.

August 19, 2014

Auburn School Department

Administrator Evaluation Framework
Handbook for *Pilot Year 2014-15*

Auburn School Department
Administrator Evaluation Framework

Introduction

School districts, educational organizations, state governments, and the federal government recognize not only the key role that building administrators play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, *How Leadership Influences Student Learning* (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

At the state level, all Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators (teachers and building administrators) for full implementation by the 2015-2016 school year. In accordance with Chapter 180, the elements of an approved PE/PG system must include:

- Standards of professional practice by which teachers and building administrators are evaluated;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches consequences to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The Auburn School Department Performance Evaluation/ Professional Growth System Development Committee upon review of existing models of building administrator evaluation used the evaluation system developed by the Maine Principals Association (MPA) to present the district Administrator Evaluation Framework. The model incorporates performance-based standards *and* provides a process to ensure professional growth.

There are six key domains of building administrator leadership incorporated into this model under Instructional and Professional Practices:

- *Process for Increased Professional Growth and Learning*
- *Student Growth and Achievement*
- *School Planning and Progress*
- *School Culture*
- *Professional Qualities and Instructional Leadership*
- *Stakeholder Support and Engagement*

Without question, the evaluation process should result in a clear path to improved performance. The Administrator Evaluation Framework builds on the six domains under Instructional and Professional Practices in conjunction with student growth. Student growth data is viewed along with school-wide achievement data to assure district goals are supported and achieved.

Overall, the model provides clear guidelines and expectations for performance while assuring professional growth is continuous and supported.

August 19, 2014

ADMINISTRATOR EVALUATION FRAMEWORK

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Auburn's Mission

Empowering life-long learners to succeed in a world yet imagined.

Philosophy of Performance Evaluation/ Professional Growth System

The Auburn School Department is committed to providing all students with quality educational experiences in an academically, physically, socially and emotionally safe setting. For each student to succeed, all staff members must work to continually improve their professional competence and collegially to implement a continuous cycle of improvement. This dual focus on individual and collegial professionalism provides a strong system of support for each student's achievement and growth.

Evaluation includes processes for supporting professional growth and processes for professional accountability. The established professional and instructional practices standards are designed to improve professional knowledge and skills to raise student achievement, serving to support both professional growth and performance evaluation. The system is designed to integrate growth and evaluation in ways that are seamless and supportive.

Evaluation Goals

- To assure student achievement and growth;
- To identify professional levels of competency and provide the impetus for ongoing professional growth for all certificated staff;
- To establish accountability for meeting professional and instructional practice standards, and assuring student proficiency in attainment of the Maine Learning Results;
- To promote excellence by recognizing effective performance; and
- To support high functioning collegial teams focused on student learning and growth.

Administrator Professional Growth Plan - PDCA

The Administrator Professional Growth Plan - PDCA is the web-based document that serves as the cornerstone document for evaluation.

- Administrators and evaluators develop the Administrator Professional Growth Plan by identifying yearly goals and accompanying activities and evidence. It serves as a plan to achieve the identified student growth goals.

- Administrators use it to guide actions in an iterative cycle. Goals may be added and activities adjusted throughout the Evaluation Cycle, as administrators and evaluators monitor progress. Additional activities and evidence to support goal attainment may also be added.

- Administrators will write a reflection to include the results of goal(s) attainment and evidence supporting completion of identified activities.

The evaluator will review reflections and submitted evidence, complete the evaluative summary, and conference with the administrator. A signed copy of the evaluation will be placed in the personnel file.

Building Administrator Framework Summary

Annual Process	
By August 30th	▪ **Training** in PE/PG system and evaluation process annually. ▪ Identify yearly district goals. ▪ Superintendent/ Evaluator meets with staff **requiring additional focus goal(s)** and/or in need of Intensive Support Professional Improvement Plan. ▪ Administrator reviews the Administrator Evaluation Framework.

By September 30th	▪ Administrator completes and submits **self-assessment** (see Appendix A: Administrator Self- Assessment).
	▪ Administrator completes **Administrator Professional Growth Plan/ PDCA**, which identifies at least one goal that targets student growth and at least one professional growth goal. The PDCA can be developed in one of three ways:
	   o Individually - Final completed document will be submitted to Superintendent / Evaluator for approval;
	   o Through a collaborative process of peer review - Final completed document will be submitted to Superintendent/ Evaluator for approval;
	   o Conference with Superintendent/ Evaluator.

On-Going	▪ Superintendent/ Evaluator provides formative feedback based on **observations** (a minimum of 2). ▪ Administrator will collect evidence of student and professional growth. ▪ Superintendent/ Evaluator and Administrator conference as deemed appropriate during this time. ▪ Administrator accesses formative feedback and performance evidence through self-selected **peer review**.
By July 15th	▪ Administrator completes a written **reflection** of Administrator Professional Growth Plan/ PDCA to include evidence of goal completion. ▪ Superintendent/ Evaluator completes evaluation and meets with Administrator to review Administrator Professional Growth Plan/ PDCA, evaluation results, determine **effectiveness summative rating,** and develop a plan for the following school year based on evaluation results. ▪ Administrator signs Administrator Professional Growth Plan/ PDCA.

The administrator will:

- Complete a self-assessment using the Administrator domains and standards.

- Develop an Administrator Professional Growth Plan/ PDCA connected to district and building goals;
- Seek support through peer review and Evaluator feedback to develop goals that are appropriate and to secure resources to demonstrate proficiency in evaluation;
- Document work to achieve and collect evidence to demonstrate successful completion of Administrator Professional Growth Plan/ PDCA; and
- Make sure all evaluation evidence demonstrating proficiency, including annual reflection, is available to the Evaluator no later than July 1st.

The Superintendent/ Evaluator will:

- Provide training about the PE/PG System to support understanding;
- Inform administrators of the district goals;
- Meet individually with administrators requiring additional goal(s) and/or administrators requesting exploration of goal modification and/or additional goals;

- Conduct walkthroughs or formal observations by May 31st;
- Conference with administrators as deemed appropriate throughout the year;
- Review reflections and completed Administrator Professional Growth Plan/ PDCA to determine the Effectiveness Summative Rating and written recommendations/ commendations; and
- Place signed Administrator Professional Growth Plan in the personnel file by July 31st.

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a building administrator's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The building administrator is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The building administrator develops a professional growth and learning plan to improve his or her professional practice.

2. The building administrator engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.

3. The building administrator demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Sources of Evidence

1. Written SMART goals for professional growth and development established annually, with actions, timelines and outcomes identified (PDCA). Mid-year review with supervisor identifies adjustments needed to meet yearly goals.

2. Artifacts/ Evidence (data, articles, agendas, minutes, surveys, peer mentor) indicates the degree to which the professional growth plan has been met and monitored.

3. Written self-reflection.

4. Documentation of observation of practice by other administrators and the evaluator.

5. Documentation of participation in professional learning opportunities at the district, state, and national levels.

6. Communications to staff about Professional Growth Plan (PDCA). Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

7. Feedback loops, i.e. surveys, parking lot, check-in

Rubric for Domain 1: Professional Growth and Learning

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measurable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan with input from others as appropriate.	Develops a clear plan that incorporates SMART goals and multiple forms of evidence; makes adjustments to the plan based on data and feedback.	Plan lacks SMART elements, includes limited forms of evidence and/ or does not include on-going adjustments.	Does not develop an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in activities to improved professional learning and monitoring, including seeking mentor feedback and expertise.	Engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills through feedback loops.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges and applies new learning for continuous improvement.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and Needs Improvement growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

_____ Professional Growth and Learning Plan

_____ Engagement and Monitoring of Plan

_____ Self-Reflection

Comments:

Domain 2: Process for Increased Student Growth and Achievement

Descriptor: This domain measures the building administrator's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The building administrator collects and analyzes data and information utilizing assessment and accountability systems.

2. The building administrator ensures that clear and measurable school goals are established and focus on improving student achievement.

3. The building administrator ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.

4. The building administrator ensures that programs and practices are in place to provide instructional interventions as indicated by individual/ collective student data.

Sources of Evidence

1. Utilizing multiple sources of data, the building administrator identifies an issue that exists within the school. Working together with staff, the building administrator develops and implements a detailed plan towards improvement.

2. Written goals with timelines are established for eliminating differences in achievement for students in defined subgroups (socioeconomic levels, ethnicities, English Language Learners, and students with disabilities.)

3. The degree to which the school achievement and/or individual student achievement growth goals are met.

4. Staff develop individual student achievement goals based on data annually.

5. A process that documents and supports the development of appropriate student growth goals and allows for adjustments to assure continuous growth and improvement.

6. School improvement plan is developed by school leaders, shared with the staff, and monitored continually.

7. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.

8. Data is used and reviewed in teacher-led department/team meeting discussions to improve instruction, to determine differentiation, and to drive on-going instruction.

Rubric for Domain 2: Process for Increased Student Growth and Achievement

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	School goals are achieved through a process where staff works together to develop goals and monitor progress.	Develops and implements clear, measurable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Individual student goals are achieved through a process where staff works together to assure continuous student growth and improvement.	Ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Process for Increased Student Growth and Achievement

_____ Data Collection and Analysis

_____ Goals for School Achievement

_____ Goals for Student Achievement

_____ Program and Intervention Practices

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the building administrator's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The building administrator collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.

2. The building administrator monitors and evaluates progress and revises school improvement plans.

3. The building administrator ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.

4. The building administrator develops the instructional and leadership capacity of staff.

Sources of Evidence

1. School Improvement Plan that includes reflection, adjustments and peer review, such as a PDCA

2. Data collection and analysis (attendance rates, discipline referrals, pass/ fail rates, graduation rates, SAT/ACT scores, Universal Screening data, State Assessment data, Progress Monitoring data, AP scores, student work samples, curriculum based assessment. use of school-wide rubrics, special recognitions and accomplishments)

3. Minutes, agenda, handouts, outcome of sessions focused on School Improvement or Continuous Improvement

4. Self-reflection and plan adjustments

5. Stakeholder feedback from students, staff and parents

6. State/ District reports

7. Teacher and staff interviews, discussion groups

Rubric for Domain 3: School Planning and Progress

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes focus on curriculum, instruction, distributed leadership, and continuous improvement.	Develops a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to develop a SIP.
Monitors SIP	Continually Checks and adjusts school plan with staff as part of a continuous improvement process, ensuring plan implementation and effectiveness.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of plan implementation.	Does not monitor school intervention plan.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are effective and implemented with fidelity.	Monitors that the written curriculum has been unpacked so that essential elements are identified.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are continuously implemented.	Demonstrates knowledge about effective instructional strategies and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

_____ School Improvement Plan

_____ Monitoring School Improvement Plan

_____ Rigorous and Coherent Curriculum

_____ Instructional Capacity and Development of Staff

Comments:

Domain 4: School Culture

Descriptor: This domain focuses on the building administrator's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The building administrator promotes and protects the welfare and safety of students and staff.

2. The building administrator obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.

3. The building administrator develops the capacity for distributed leadership.

4. The building administrator acknowledges the success of the whole school, as well as individuals within the school.

Sources of Evidence

1. Artifacts that demonstrate efforts towards development and/ or maintenance of positive school culture

2. Feedback loops, i.e. stakeholder survey feedback, individual and group discussion, professional development and work session evaluations, parking lot feedback

3. Observations, formal and informal

4. Stakeholder participation and involvement in school activities, clubs, functions and other school events.

5. Attendance data, discipline data.

6. News articles and other mentions in media and school publications

7. Budget development and allocation that supports the school vision

8. Schedules that create efficiency, where time is the variable, learning is the constant

9. Alternative resources procured through business partnerships, grants and other community connections

10. Leadership models that are transparent and involve staff at all levels

11. Transparent school-wide expectations, i.e. school vision, code of conduct, standard

operating procedures

Rubric for Domain 4: School Culture

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated by staff and students to ensure a safe, orderly school environment; Ongoing monitoring of staff, students and parents' perceptions and makes adjustments accordingly.	Demonstrates that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Ensures all staff contribute to the vision of the school through assuming varied leadership roles.	Ensures there are regular opportunities for staff input; develops and monitors effectiveness of distributive leadership	Attempts to collect input from staff and delegates some responsibilities, but does not distribute leadership or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishment.

Score for Domain 4: School Culture

____ Routines and Procedures for a Safe and Orderly Environment

____ Management of Fiscal, Operational, and Technological Resources

____ Distributed Leadership and Collaboration

____ Recognition of Success

Comments:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a building administrator's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Building administrator professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The building administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.

2. The building administrator supervises instruction.

3. The building administrator monitors and evaluates the impact of the instructional program.

4. The building administrator promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Sources of Evidence

1. Articulation and yearly completion of the Teacher Evaluation System with faculty and staff

2. Provide evidence of feedback given to staff to improve their practice

3. Artifacts of building administrator performance aligned to state, district or national professional standards

4. School and classroom vision statements that reflect high expectations for all students and focus on student academic achievement and healthy social/emotional development and reflects the District Vision

5. The degree to which a building administrator achieves goals from their individual Professional Growth Plan (PDCA)

6. Observations by peers as an optional source of evidence (in addition to peer review requirement)

7. Evaluator observation of building administrator practice

8. 360-degree survey feedback

9. Self-reflection

10. Professional development opportunities based on instructional program needs and are customized to promote teacher development

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Vision	Engages all stakeholders in developing and revisiting a vision aligned to the District Vision and continually makes decisions that support achievement of the vision.	Engages all stakeholders in developing a vision for high student achievement college/ career readiness that aligns with the District Vision.	Develops a vision for high student achievement and college/ career readiness with limited opportunity for staff and student input.	Adopts a vision without input from stakeholders that lacks focus on student achievement or college/ career readiness.
Supervision and Evaluation of Faculty & Staff	Completes evaluation of all staff regularly. Develops highly effective teacher professional growth and action plans, based on all available data, to improve teacher performance; reviews evaluation system for effectiveness and suggests revisions for improvement	Ensures the completion of evaluation system for all staff regularly; Ensures that teacher evaluation is based on data collected from multiple sources, including student achievement data, and provides clear feedback on performance.	Evaluates a majority of the faculty and staff annually; Attempts to ensure teacher evaluation is based on data from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff (less than half); Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.
Instructional Practices	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that lead to student achievement of high standards; Monitors and evaluates the impact of the instructional practices.	Provides staff with limited support in the use of instructional strategies that support student learning; limited monitoring of impact of instructional practices.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Consistently performs with integrity and the best interest of students and the school community; Actively seeks feedback to ensure perception and performance align.	Performs with integrity and the best interest of students and the school community as a whole.	Inconsistently Performs with integrity and the best interest of all students.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

_____ Vision

_____ Supervision and Evaluation of Faculty and Staff

_____ Instructional Program

_____ Integrity and Ethics

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the building administrator's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Building administrator Evaluation*)

Standards:

1. The building administrator promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.

2. The building administrator builds and sustains positive relationships with families and caregivers.

3. The building administrator builds and sustains productive relationships with community partners.

Sources of Evidence

1. Artifacts of building administrator performance, such as news articles, school recognition and awards, feedback loops

2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups

3. Newsletters or media brochures or other communication feedback measures, and district observations

4. Interactive website or social networking technologies for students, parents, and community

5. Participation in community service organizations and local or state boards

6. Events and activities that promote community involvement in the school

7. Community service projects

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
Understanding the Community	Continually seeks community input and monitors the school program through ongoing dialogue with the community to optimize the functioning of the school.	Responds to community input in development of the school program to ensure optimal functioning of the school.	Sometimes responds to community input; sometimes responds in ways that ensure the optimal functioning of the school.	Does not solicit community input; does not respond in ways that ensure the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture that allows for all families to be welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a share responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

____ Understanding the Community

____ Relationships with Families

____ Relationships with Community Members

Comments:

Administrator Professional Growth Plan: PDCA

Name:	School/ Position:	Evaluator:

School Achievement Data

Pre-assessment and Results:	Post Assessment and Results:

Student Growth Goal

Identify need:

SMART Goal(s):

Plan	Do	Check	Adjust
Instructional Plan	Instructional Strategies	Formative Checks	Watch-fors OR benchmarks

Professional Growth Goal

Identify need:
SMART Goal(s):

Plan	Do	Check	Adjust
Instructional Plan	Instructional Strategies	Formative Checks	Watch-fors OR benchmarks

Peer Review Component:

Reflection:

<div align="center">**Components of the Administrator Professional Growth Plan/ PDCA**</div>

Student Growth Goals/ SMART Goals
Annual goals that address professional growth, student needs and are aligned with the District goals will be identified and updated annually. A minimum of two goals, with one focused on student growth and one on professional growth, shall be developed and meet the following criteria:
- Specific
- Measurable
- Attainable/ Achievable
- Reasonable/ Relevant
- Timely

Multiple Measures of Student Growth
Administrators will demonstrate student growth through results PDCA goals of the teachers for whom they have direct supervisory responsibility. School-wide and/ or district-wide student achievement results will be used to assure progress toward district goals and the adequate alignment to the PDCAs. Additional measures will be identified in the Administrator Professional Growth Plan/ PDCA and will connect to the individualized SMART goals.

PDCA
The PDCA - Plan, Do, Check, Adjust - is the cornerstone of the Administrator Professional Growth Plan. It is to be completed annually and adjusted on an on-going basis to assist the principal in meeting the annual goals. Adjustments to the PDCA can be made individually or through peer review. For example, an administrator may adjust the Plan, Do and/ or Check columns upon reviewing the results of a student assessment, either on their own or with a peer. The Plan should be specific and tie directly to the identified goals.

Peer Review
Each Administrator shall include in the Administrator Professional Growth Plan opportunities for sharing, learning and continually improving practice by engaging in peer review. Peer review is for formative evaluation purposes only, and is intended to support growth of the administrator. Peer review is self-selected and is only used as part of the Summative Evaluation Rating when the principal chooses to include the evidence. Peer review opportunities include but are not limited to observation, review of Administrator Professional Growth Plan, school data and other evidence of progress towards goals. Evidence of peer review will be submitted at the end of each appraisal cycle. This can be done through submission of artifacts, documentation of meetings, in notation on the PDCA and/ or included in final reflection.

Reflection
Administrators will reflect on their practice through the lens of the Administrator Professional Growth Plan/ PDCA and Student Growth Goal and school-wide achievement results. The reflection will be completed and submitted to the evaluator at the end of each school year. It will include the student growth goal data results, a self-assessment and feedback derived from stakeholder perspectives.

Training
Because the Auburn School Department has aligned the MPA rubrics for the six domains of the professional practice element to the Marzano School Leader Evaluation Model, we have contracted with Learning Sciences International to deliver training to evaluators and administrators in the professional practice domains and rubrics. The Auburn School Department will determine the need and provide for training in other elements of the Administrator Evaluation Framework, as established in Rule Chapter 180.

Assigning an Evaluation Rating

Each building administrator annually receives a summative rating of one of 4 levels:

1. *Highly Effective*
2. *Effective*
3. *Needs Improvement*
4. *Ineffective*

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Not all building administrators are expected to demonstrate Highly Effective performance on multiple practice indicators and/ or student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced building administrators and the goal for new building administrators or building administrators performing at the Needs Improvement level. Effective building administrators demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Needs Improvement ratings mean that performance is meeting proficiency in some components but not others. Domains resulting in a Needs Improvement rating are in need of focused growth plan in order to demonstrate proficiency. Improvement is necessary and expected.

Ineffective ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Ineffective* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. **Review all evidence collected.**

2. **For each of the six domains, determine the rating (*Highly Effective, Effective, Needs Improvement or Ineffective*) that matches the preponderance of evidence. Use the table below to determine an Instructional and Professional practice rating in each domain.**

Highly Effective (4)	*Effective (3)*	*Needs Improvement (2)*	*Ineffective (1)*
Highly Effective on at least 3 / 4 or 2 / 3 standards within the domain AND No rating below Effective on any standard	Effective on at least 3 / 4 or 2 / 3 standards within the domain AND No rating below Needs Improvement on any standard	At least Needs Improvement on all standards within the domain OR Does Not Meet on 1 standard; Effective or Highly Effective in all others within the domain	Does Not Meet on at least 2 or more standards

3. **Determine the Instructional/Professional Practice Rating.**

Instructional/ Professional Practice Domain Scores

_____ Professional Growth & Learning
_____ Process for Increased Student Growth & Achievement
_____ School Planning & Progress
_____ School Culture
_____ Professional Qualities & Instructional Leadership
_____ Stakeholder Support & Engagement

Highly Effective (4)	*Effective (3)*	*Needs Improvement (2)*	*Ineffective (1)*
Highly Effective in at least 4 / 6 Domains AND No rating below Effective in any Domain	Effective in at least 4 / 6 Domains AND No rating below Needs Improvement in any Domain	At least Needs Improvement in all Domains OR Does Not Meet in 1 Domain; Effective or Highly Effective in all others Domains	Does Not Meet in 2 or more Domains

Instructional/ Professional Practice Rating _____

4. **Determine the Student Growth Measures Rating using the Student Growth Scale.**

Student Growth Scale

Number of teachers: _____   Number of teachers meeting PDCA student growth goal: _____

100 - 90%= 4   89 - 75% = 3   74 - 60% = 2   < 60% = 1

Student Growth

5. **Determine the Summative Effectiveness Rating using the Matrix**

Instructional and Professional Practices		1	2	3	4
	1	Ineffective	Ineffective	Needs Improvement	Review
	2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	3	Review	Effective	Effective	Effective
	4	Review	Effective	Highly Effective	Highly Effective

When major discrepancies between the two ratings are found, no rating is given until a specific review of evidence is performed and a resolution is reached.

Summative Effectiveness Rating _____

Implications Based on Level of Performance from Proficiency Standards
(Highly Effective, Effective, Needs Improvement, Ineffective)
and the Process for Identifying Professional Development

"Highly Effective" or "Effective"

An Administrator performing at the "*Highly Effective"* or "*Effective"* level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a Professional Growth Plan with their evaluator aligned with the following year's goals.

An Administrator whose evaluation ratings are in the "*Highly Effective*" or "*Effective*" range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in Proficiency Based assessment) or explore an area outside one of the domains (e.g. technology).

"Needs Improvement" or "Ineffective"
At the end of the probationary period, an administrator is expected to be Effective in all six domains. Performance rated "*Needs Improvement"* or "*ineffective*" for non-probationary administrators is cause for concern.

An Administrator who receives a "*Needs Improvement*" rating in any of the six domains will continue to be evaluated annually using this tool and will create a monitored Professional Improvement Plan with focused goal(s) to address standards that are in need of improvement. Regular meeting times will be identified in the Professional Improvement Plan to discuss and monitor progress in growth areas.

An Administrator who receives a "*Needs Improvement*" rating in any of the six domains in two consecutive school years or a score of "*Needs Improvement*" or "*Ineffective"* in more than one domain for any single year will develop, together with the evaluator, an Intensive Support Plan. The Intensive Support Plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, identify the standards in need of improvement, goals and activities that will lead to improvement, supportive resources, and the timeline for improving performance to the Effective level. An administrator on an Intensive Support Plan who does not score Effective in all six domains shall be considered for immediate release from district employment, unless otherwise specified by district policy or agreements. An administrator may also be considered for dismissal if he or she receives an "*Ineffective"* rating on one domain in any given year provided there is sufficient evidence to warrant dismissal. District policies and procedures apply in these matters.

Administrator Evaluation Summative Rating Worksheet

Name: **Date:**

School/ Position:

Measure 1: Instructional/ Professional Practice Domain Scores

      _____ **Domain 1: Professional Growth & Learning**
      _____ **Domain 2: Process for Increased Student Growth & Achievement**
      _____ **Domain 3: School Planning & Progress**
      _____ **Domain 4: School Culture**
      _____ **Domain 5: Professional Qualities & Instructional Leadership**
      _____ **Domain 6: Stakeholder Support & Engagement**

             Measure 1: Instructional/ Professional Practice Rating   _____

Measure 2: Student Learning & Growth Scores

      _____ **PDCA Goal 1: Teachers PDCA Student Growth Measure**
      _____ *PDCA Goal 2: Building Academic Growth Measure **
      _____ *PDCA Goal 3: Professional Growth Measure **
* To be considered in cases in need of review when determining Summative Effectiveness Rating

             Measure 2: Student Growth Scale   _____

             Summative Effectiveness Rating   _____

Evaluator's Recommendations (include recommendation for hire, non-renewal and /or Intensive Support, commendations and recommendations for future growth):

Administrator Signature: _____   **Date:** _____

Evaluator Signature: _____   **Date:** _____

Note: Your signature confirms that you have had an opportunity to read this report, and that you have a copy. It does not indicate that you necessarily agree with the report. You may add comments to this report, as you find appropriate.

Administrator Self-Review

Domain 1: Professional Growth and Learning				
Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1 Professional Growth and Learning Plan	☐	☐	☐	☐
2 Engagement in Learning Activities and Monitoring of Growth	☐	☐	☐	☐
3 Self-Reflection	☐	☐	☐	☐

Domain 2: Student Growth and Achievement				
Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1 Analysis of Assessment and Accountability Systems	☐	☐	☐	☐
2 Goals for School and Achievement	☐	☐	☐	☐
3 Goals for Student Achievement	☐	☐	☐	☐
4 Programs and Intervention Practices	☐	☐	☐	☐

Domain 3: School Planning and Progress				
Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1 School Improvement Plan (SIP)	☐	☐	☐	☐

2	Monitors SIP	☐	☐	☐	☐
3	Rigorous and Coherent Curriculum	☐	☐	☐	☐
4	Instructional Capacity and Development of Staff	☐	☐	☐	☐

Domain 4: School Culture					
Standards		**Highly Effective**	**Effective**	**Needs Improvement**	**Unsatisfactory**
1	Routines and Procedures for a Safe and Orderly Environment	☐	☐	☐	☐
2	Management of Fiscal, Operational and Technological Resources	☐	☐	☐	☐
3	Distributed Leadership and Collaboration	☐	☐	☐	☐
4	Recognition of Success	☐	☐	☐	☐

Domain 5: Professional Qualities and Instructional Leadership					
Standards		**Highly Effective**	**Effective**	**Needs Improvement**	**Unsatisfactory**
1	Vision	☐	☐	☐	☐
2	Supervision and Evaluation of Faculty	☐	☐	☐	☐
3	Instructional Program	☐	☐	☐	☐
4	Integrity and Ethics	☐	☐	☐	☐

Domain 6: Stakeholder Support and Engagement

	Standards	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1	Understanding the Community	☐	☐	☐	☐
2	Relationships with Families	☐	☐	☐	☐
3	Relationships with Community Members	☐	☐	☐	☐

Appendix B

Intensive Support Professional Improvement Plan

Administrator: **Year:**   **Evaluator:**

Date:

Domain/ Standard:

Goals:

Actions/Activities	Evidence of Completion	Trimester Performance Review		
1.	•			

Domain/ Standard:

Goals:

Actions/Activities	Evidence of Completion	Trimester Performance Review		
1.	•			

Domain/ Standard:

Goal:

Actions/ Activities	Evidence of Completion	Trimester Performance Review		
1.				
2.				

Administrator Signature: _____   **Date:** _____

Evaluator Signature: _____   **Date:** _____

Note: Your signature confirms that you have been given an opportunity to read this report and that you have a copy. It does not indicate that you necessarily agree with the report. You may add comments to this report, as you find appropriate.