

TO: Mike Riggle
FROM: Steve Caliendo
Rosanne Williamson
RE: Glenbrook Administrator Appraisal Process
DATE: July 18, 2012
CC: Board of Education

Critical Question: Why must the district adopt a new process for administrator appraisal/evaluation?

Board Action: No official Board action is required.

Introduction

To insure legal compliance with the *Performance Evaluation Reform Act* (PERA) of 2010, an Administrator Appraisal Committee was formed during the 2011-2012 school year to review and update the Glenbrook Administrator Appraisal Process by the deadline of September 1, 2012. The previous administrator evaluation model was in need of revision to include additional components required under PERA.

PERA Required Components

- Administrator's performance relative to each of the six *Standards for Educational Leader Evaluation*
- Administrator's progress toward achieving his/her identified goals & organizational goals
- Student growth
- Administrator's duties and responsibilities as outlined in the respective job description
- Observed performance

Administrator Appraisal Committee Members

Steve Caliendo, Lara Cummings, Eric Etherton, Danita Fitch, Paul Pryma, Mary Rockrohr, Brian Wegley, Rosanne Williamson

Process

The committee met a number of times during the 2011-2012 school year and examined a variety of documents to guide its work:

- Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC, 2008)
- Illinois Performance Standards for School Leaders
- Marzano School Administrator Evaluation System
- Illinois Association of School Administrators evaluation tool
- Practices of neighboring districts
- PERA Compliance Checklist compiled by the Illinois Principals Association

The committee's efforts have resulted in the creation of a new model, the *Glenbrook Administrator Appraisal Process*. This new model is in the process of being reviewed by legal counsel to insure that it is in compliance with PERA requirements.

Additional Work

Although not required under PERA, the committee recognizes the importance of 360-degree feedback and plans to incorporate this as a component by which the administrator will receive additional information regarding their performance. Given the scope of the work that had to be completed by September 1, 2012, the development of the 360-degree feedback component was deferred to the 2012-2013 school year.

Glenbrook Administrator Appraisal Process

INDEX

Administrator Appraisal

Introduction.....	3
Philosophy.....	3
Timeline	4

Document A

Administrative Goal Setting	5
-----------------------------------	---

Document B

Self-Assessment Narrative.....	6
--------------------------------	---

Document C

Formal/Informal Observation Form.....	7
---------------------------------------	---

Document D

Summative Evaluation Narrative/Rating	8
---	---

Appendix A

Standards for Educational Leader Evaluation.....	10
--	----

Appendix B

Self-Assessment of Standards.....	21
-----------------------------------	----

Appendix C

Worksheet for Reflective Goal-Setting.....	24
--	----

Appendix D

Administrative Organization Appraisal Chart	25
---	----

Administrator Appraisal Process

Administrator Appraisal Committee members: Steve Caliendo, Lara Cummings, Eric Etherton, Danita Fitch, Paul Pryma, Mary Rockrohr, Brian Wegley, Rosanne Williamson

Introduction

In response to the *Performance Evaluation Reform Act* of 2010, an Administrator Evaluation Committee was formed during the 2011-2012 school year to develop a new Administrator Appraisal Process. The committee examined the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC, 2008), the Illinois Performance Standards for School Leaders, the Marzano School Administrator Evaluation System, the Illinois Association of School Administrators evaluation tool, practices of neighboring districts, and the PERA Compliance Checklist compiled by the Illinois Principal's Association. Our efforts have resulted in the creation of a new model, *Glenbrook Administrator Appraisal Process*.

Philosophy

The *Glenbrook Administrator Appraisal Process* focuses on continuous improvement and incorporates professional development, student growth, reflection, self-assessment and goal setting. The six standards include leading a vision of learning, managing the learning environment, improving teaching and learning, building and maintaining collaborative relationships, leading with integrity and professionalism, and creating and sustaining a culture of high expectations. In addition, this model provides the Glenbrook family with a coherent and consistent language through which we will collaboratively develop meaningful professional growth activities as administrators and will encourage an atmosphere of mutual trust and respect which will stimulate self-improvement and create a renewed focus on improved leadership.

Timeline

1. **Written Notice:** A written notice (electronic or paper) of the evaluation shall be provided to each administrator at the start of the school year.
2. **Goal Setting: (by October 1st)**
Administrators should review the six *Standards for Educational Leader Evaluation* (see Appendix A) and may use the *Self-Assessment of Standards* (see Appendix B) and *Worksheet for Reflective Goal-Setting* (see Appendix C) to prepare for the goal-setting meeting. Goals will be set cooperatively with the supervisor with a focus on continuous improvement. Goals shall also be based on the results of the performance evaluation conducted in the previous school year (except for first-year Glenbrook administrators). By October 1st the administrator and supervisor will complete and sign the *Administrative Goal Setting* document (see Document A).
3. **Self-Reflection: (by February 1st)**
Reflective professionals engage in periodic review of progress made toward achieving goals. The administrator must take time for self-reflection at the end of the evaluation cycle timeline, which is mandated to be completed by February 1st. The administrator will complete the documents, *Self-Assessment of Standards* (Appendix B) and *Self-Assessment Narrative* (Document B), although only the *Self-Assessment Narrative* will be submitted to the supervisor. This narrative will focus on the growth and performance related to the six standards, professional goals, organizational goals and areas for future growth.
4. **Observations: (by March 1st)**
At least two formal observations must be completed prior to the Summative Evaluation. These observations must be scheduled in advance and include at least one objective for the observation. There is no limit to the number of informal observations that a supervisor may conduct. Within 10 school days the evaluator must provide the administrator being evaluated with written feedback from each observation. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing and shared within the established timeframe (see Document C).
5. **Summative Evaluation: (by March 1st)**
Administrator's evaluation will be determined by the quality of the individual's performance on defined goals, the *Standards for Educational Leader Evaluation* (see Appendix A), observed performance, the administrator's duties and responsibilities as outlined in the respective job description, and student growth along with supporting reasons. As prescribed, the state mandates that 30% of each administrator's evaluation will be based on student growth data.

Administrators will receive one of four levels of performance:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Document A
Administrative Goal Setting
Submit to supervisor by October 1st

Administrator: _____

Position: _____ School: _____

Professional Goal(s):

Activities
Tentative Timeline
Assessment of Goal

Organizational Goal(s):

Activities
Tentative Timeline
Assessment of Goal

Student Growth Goal:

A demonstrable change in students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

***Type I Assessment**

State-wide or nation-wide administered assessments (For example, Explore, PLAN, ACT, PSAE).

****Measurement Model**

Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in students' knowledge or skills over time.

Target Attainment Rating Scale:

- 4 Exceeded growth target
- 3 Met growth target
- 2 Growth, but below target
- 1 No growth

Growth Area	*Type I Assessment	**Measurement Model	Baseline	Target	Rationale
#1					
#2					

Goal Setting Meeting

Administrator Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Cc: Dept. file
Building File
Human Resources Office

Document B

Self-Assessment Narrative

Submit to the supervisor by February 1st

Administrator: _____

Position: _____ School: _____

Prior to the end of the cycle, each administrator is asked to write a self-assessment narrative to share with the supervisor. As you write your narrative, consider the following five discussion points to guide your written reflection. This must be submitted to your supervisor by February 1st.

I. FOCUS ON THE SIX STANDARDS FOR EDUCATIONAL LEADERS

Please reflect on the highlights of your growth and performance in these six areas, citing specific examples where possible. Refer to your completed *Self-Assessment of Standards* as you create this narrative.

II. FOCUS ON YOUR GOALS

Write a short narrative that includes 1) a summary of your goals, 2) a discussion of your activities, and 3) an assessment of the impact your goal(s) had on enhancing student growth.

III. FOCUS ON ORGANIZATIONAL GOALS

Write a short narrative that comments on your contributions towards district and building organizational goals.

IV. FOCUS ON DUTIES AND RESPONSIBILITIES

Comment on your performance of duties and responsibilities as outlined in your job description.

V. FOCUS ON THE FUTURE

Write a short narrative that identifies areas for potential growth based upon I-IV above.

Administrator Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Cc: Dept. File
Building File
Human Resources Office

Document C

Formal/Informal Observation Form

Two formal observations must be conducted by March 1

Administrator: [Click here to enter text.](#)

Supervisor: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)

DATE	TYPE	OBJECTIVE (only needed for Formal)	OBSERVATION NOTES
Click here to enter text.	<input type="checkbox"/> Informal <input type="checkbox"/> Formal	Click here to enter text.	Click here to enter text.

** I have received and read the above report. My signature does not necessarily indicate agreement.*

Administrator Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Cc: Dept. file
Building File
Human Resources Office

Document D

Summative Evaluation Narrative

Supervisor will complete by March 1st

Administrator: _____

Position: _____ School: _____

At the conclusion of an administrator's appraisal cycle the supervisor is required to write a formal appraisal narrative. This narrative should include comments relative to all six standards as outlined in the *Standards for Educational Leader Evaluation* (as appropriate), reflections on the administrator's progress toward achieving goals & organizational goals, student growth, the administrator's duties and responsibilities as outlined in the respective job description and observed performance. This narrative should include comments in six areas:

Narrative:

- a) Administrator's performance relative to each of the six *Standards for Educational Leader Evaluation*, as appropriate
- b) Administrator's progress toward achieving his/her identified goals & organizational goals
- c) Student growth
- d) Administrator's duties and responsibilities as outlined in the respective job description
- e) Observed performance

Identified areas of strength & supporting reasons:

Recommendations for continued growth & supporting reasons:

Document D
Summative Rating
 Supervisor will complete by March 1st

Area	Factor (%)	*Level (4, 3, 2, 1)	Calculation
Student Achievement Growth	30		

***Target Attainment Rating Scale:**

- 4 Exceeded growth target
- 3 Met growth target
- 2 Growth, but below target
- 1 No growth

Area	Factor (%)	Level (4, 3, 2, 1)	Calculation
Standard I: Facilitating (Leading) a Vision of Learning			
Standard II: Managing the Learning Environment			
Standard III: Improving Teaching and Learning			
Standard IV: Building and Maintaining Collaborative Relationships			
Standard V: Leading with Integrity and Professionalism			
Standard VI: Creating and Sustaining a Culture of High Expectations			
Standards Total	70		

Total Rating

Excellent = 4.00 to 3.47 (0.53)

Proficient = 2.17 to 3.46 (1.29)

Needs Improvement = 1.70 to 2.16 (0.46)

Unsatisfactory = Any standard rated as "Unsatisfactory"

Excellent - At least 4 standards rated as "Excellent" and no "Needs Improvement" or "Unsatisfactory" ratings **and** meet or exceed the student growth target

Proficient - At least 4 standards rated as "Proficient" or above and no "Unsatisfactory" ratings

Needs Improvement - At least 3 standards rated as "Needs Improvement" or above and no "Unsatisfactory" ratings

Unsatisfactory - Any standard rated as "Unsatisfactory"

Administrator Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Cc: Dept. file
 Building File
 Human Resources Office

Appendix A

Standards for Educational Leader Evaluation

Standard I: LEADING A VISION OF LEARNING

A school administrator is an educational leader who promotes the success (college and career readiness) of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Indicator

a. Coordinates efforts to create and implement a vision for the organization that incorporates the use of data to identify goals, assess organizational effectiveness and promote organizational improvement.

Unsatisfactory: Does not collaborate in an attempt to establish a vision and data-driven goals.	Needs Improvement: Attempts to collaboratively establish a vision and data-driven goals, but vision and goals are not fully established or communicated to faculty and staff.	Proficient: Collaboratively establishes a vision and data-driven goals which are communicated and regularly referenced with faculty and staff to promote organizational learning.	Excellent: Collaboratively establishes a vision and data-driven goals which are regularly and systematically refined, communicated and implemented by faculty and staff to promote organizational learning.
--	--	--	--

b. Makes decisions that reflect the organization's vision and goals.

Unsatisfactory: Decisions are not aligned with the organization's vision and goals.	Needs Improvement: Decisions inconsistently support the organization's vision and goals.	Proficient: Decisions consistently support the organization's vision and goals.	Excellent: Decisions consistently further the organization's vision and goals.
--	---	--	---

c. Identifies, clarifies, and addresses barriers to achieving organizational goals.

Unsatisfactory: Unable to identify and address barriers to achieving organizational goals.	Needs Improvement: Able to identify and clarify barriers, but is ineffective in addressing barriers to achieving organizational goals.	Proficient: Identifies, clarifies, and addresses barriers to achieving organizational goals.	Excellent: Foresees barriers and proactively addresses barriers to achieving organizational goals.
---	---	---	---

Standard II: MANAGING THE LEARNING ENVIRONMENT

The educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment.

Indicators

a. Monitors and evaluates the management and operational systems.

Unsatisfactory: Fails to establish a mechanism for managing and evaluating all operational systems.	Needs Improvement: Inconsistent in their ability to evaluate and manage the operational systems.	Proficient: Establishes a system to evaluate and manage operational systems.	Excellent: Continuously monitors and makes systematic changes in a pro-active manner in order to ensure that management and operational systems are functioning at the highest level.
--	---	---	--

b. Obtains, allocates, aligns, and efficiently utilizes human, fiscal and technological resources.

Unsatisfactory: Fails to obtain, allocate, align, or efficiently utilize human, fiscal, and technological resources.	Needs Improvement: Inconsistently obtains, allocates, aligns, or efficiently utilizes human, fiscal, and technological resources.	Proficient: Obtains, allocates, aligns, and efficiently utilizes human, fiscal and technological resources.	Excellent: Systematically evaluates and modifies the process of obtaining, allocating, aligning, and efficiently utilizing human, fiscal and technological resources.
---	--	--	--

c. Ensures teacher and organizational time is focused to support quality instruction and student learning.

Unsatisfactory: Fails to manage time effectively: does not prioritize activities that will improve student learning or quality instruction.	Needs Improvement: Prioritizes the use of teacher and organizational time to ensure that staff activities sometimes focus on improving student learning and quality instruction.	Proficient: Prioritizes the use of teacher and organizational time to ensure that staff and student activities focus on improving student learning and quality instruction.	Excellent: Continuously assesses and creatively prioritizes the use of teacher and organizational time to ensure that staff and student activities focus on improving student learning and quality instruction.
--	---	--	--

d. Promotes and protects the welfare, safety and learning environment for students and staff.

Unsatisfactory: Does not ensure that the school is safe; does not comply with the Illinois Safety Drill Act.	Needs Improvement: Ensures that the school environment is relatively safe and is in basic compliance with the Illinois Safety Drill Act.	Proficient: Promotes and protects the welfare and safety of students and staff and consistently identifies ways to strengthen systems of support; complies with the Illinois Safety Drill Act.	Excellent: Proactively promotes and protects the welfare and safety of students and staff and consistently identifies ways to strengthen systems of support; builds staff capacity to lead and manage components of school welfare and safety; complies with the Illinois Safety Drill Act and incorporates all stake holders in a process to consistently improve safety.
---	---	---	---

Standard III: IMPROVING TEACHING AND LEARNING

The educational leader works with the school staff and community to develop a research-based framework for effective curriculum and instruction that is refined continuously to improve learning for every student.

Indicator

a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards based curriculum, research-based instructional practice, and high expectations for student performance.

Unsatisfactory: Fails to assess instructional practices and is unable to articulate a rigorous and relevant standards based curriculum and clear strategies to improve instruction: does not use or attempts to introduce research-based instructional practices.	Needs Improvement: Measures the quality of instructional practices and attempts to articulate a rigorous and relevant standards based curriculum and clear strategies to improve instruction: attempts to introduce research-based instructional practices.	Proficient: Assesses the quality of instructional practices, is able to articulate a rigorous and relevant standards based curriculum and identify a few practices that are research-based, that will be implemented school-wide and supports teacher development around those practices.	Excellent: Continuously assesses instructional practices and builds teacher capacity to implement a rigorous and relevant standards based curriculum; identifies research-based practices that supports the learning of all students and provides academic rigor that will be implemented school-wide.
--	--	--	---

b. Creates a continuous improvement cycle that monitors student progress using multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.

Unsatisfactory: Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.	Needs Improvement: Uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement.	Proficient: Uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	Excellent: Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.
---	--	--	--

c. Implements research-based student interventions that differentiate instruction based on student needs.

Unsatisfactory: Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.	Needs Improvement: Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data or may not fully address how to implement research-based interventions for differentiation.	Proficient: Implements ongoing systems that generate, analyze and utilize meaningful disaggregated data that informs student achievement. Implements research-based student interventions that differentiate instruction based on student needs.	Excellent: Implements ongoing systems that generate, analyze and utilize meaningful disaggregated data that informs student achievement. Implements research-based student interventions and consistently increases the staff's ability to differentiate instruction based on student needs.
---	--	---	---

d. Selects and retains teachers and staff with the expertise to deliver instruction that maximizes student learning.

Unsatisfactory: Has no selection or retention criteria and the rationale for teacher selection is not clear.	Needs Improvement: Has a selection criteria and articulates the intention of selecting staff based on content needs, but does not have detailed assessment of staff skills to inform placement. Uses teacher evaluations to determine retention.	Proficient: Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in content areas. Identifies effective teachers and implements a formal retention strategy that recognizes effective staff through performance evaluation and tracks retention rates.	Excellent: Implements a clear selection criteria and strategically assesses and places teachers in content areas to create a balanced team with a variety of strengths. Uses multiple data to establish a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume leadership roles.
---	---	--	--

e. Evaluates the effectiveness of instruction and promotes professional growth of individual teachers by conducting frequent, formal and informal observations and engaging in difficult, but crucial conversations.

Unsatisfactory: Fails to evaluate the effectiveness of instruction. Feedback is vague and does not promote professional growth. Avoids crucial conversations to improve instruction.	Needs Improvement: Inconsistently evaluates the effectiveness of instruction. Feedback does not differentiate based on teacher skill and/or need and inconsistently promotes professional growth. Does not regularly engage in crucial conversations to improve instruction.	Proficient: Evaluates the effectiveness of instruction. Specific feedback is based upon teacher skill and/or need and promotes professional growth. Engages in difficult, but crucial conversations in a timely manner to improve instruction.	Excellent: Systematically evaluates the effectiveness of instruction. Consistent and actionable feedback is based upon teacher skill and/or need and promotes individual and school-wide professional growth. Engages in difficult, but crucial conversations in a timely manner to improve instruction and regularly follows-up regarding recommendations.
---	---	---	--

f. Ensures the training, development, and support for high-performing instructional teams to promote adult learning and development to advance student learning and performance.

Unsatisfactory: Does not create effective instructional teams and/or does not provide training, development and support for instructional teams.	Needs Improvement: Provides training, development, and support for instructional teams, but may lack consistency to advance student learning, and/or may not strategically create effective instructional teams.	Proficient: Ensures the ongoing training, development, and support for high-performing instructional teams to promote adult learning and development to advance student learning and performance.	Excellent: Ensures the ongoing training, development, and support for high-performing instructional teams to promote school-wide adult learning and development to advance student learning and performance.
---	---	--	---

g. Develops systems and structures for staff professional development and sharing of effective practices.

Unsatisfactory: Fails to offer professional development and support that is timely, relevant or differentiated.	Needs Improvement: Provides relevant whole group development sessions, but does not implement differentiated staff development for teams or individuals.	Proficient: Creates multiple structures for teacher learning, including large group sessions, content team development, and individual professional learning.	Excellent: Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; creates multiple structures for whole group, content teams and individual staff development and learning opportunities.
--	---	--	--

Standard IV: BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS

The educational leader promotes student success by collaborating with faculty, families and community members, responding to diverse interests and needs, and mobilizing community resources.

Indicator

a. Creates, develops and sustains positive and productive relationships with families to support student success.

Unsatisfactory: Fails to develop positive relationships with families.	Needs Improvement: Attempts to establish positive relationships with families, but is ineffective in sustaining productive relationships to support student success.	Proficient: Proactively develops and sustains positive and productive relationships with families to promote student success.	Excellent: Develops and sustains positive and productive relationships with families to promote student success; recognizes and eliminates barriers in creating relationships with families.
---	---	--	---

b. Identifies and utilizes community resources to support student success.

Unsatisfactory: Does not utilize community resources.	Needs Improvement: Inconsistently identifies and utilizes community resources to support student success.	Proficient: Identifies and utilizes community resources to support student success.	Excellent: Actively identifies recruits, welcomes, utilizes and sustains relationships with community resources to support student success.
--	--	--	--

c. Utilizes meaningful feedback from students, staff, families and the community to improve student outcomes.

Unsatisfactory: Does not gather or effectively utilize feedback from students, staff, families and the community.	Needs Improvement: Gathers meaningful feedback from students, staff, families and the community, but does not consistently utilize feedback to improve student outcomes.	Proficient: Consistently gathers and utilizes meaningful feedback from students, staff, families and the community to improve student outcomes.	Excellent: Proactively gathers and utilizes meaningful feedback from students, staff, families and the community to improve student outcomes.
--	---	--	--

Standard V: LEADING WITH INTEGRITY AND PROFESSIONALISM

The educational leader works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Indicator

a. Treats all people fairly, equitably, and with dignity and respect.

Unsatisfactory: Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take timely appropriate actions when inappropriate conduct is reported or observed.	Needs Improvement: Meets all legal requirements for work relationships; takes limited actions when inappropriate conduct is reported or observed.	Proficient: Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes timely appropriate actions when inappropriate conduct is reported or observed.	Excellent: Develops structures, outreach and training to ensure that staff is aware of legal requirements for work relationships; develops staff skill set to treat all people equitably and with respect.
--	--	---	---

b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.

Unsatisfactory: Demonstrates personal and professional standards and conduct that damage the image of the school and the educational profession. Does not protect the rights and confidentiality of students and staff.	Needs Improvement: Inconsistently demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Inconsistently protects the rights and confidentiality of students and staff.	Proficient: Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.	Excellent: Develops structures, outreach and training to ensure that staff is aware of legal requirements of rights and confidentiality; develops staff awareness of professional standards and conduct that enhance the image of the school and the educational profession.
--	--	---	---

c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view.

<p>Unsatisfactory: Demonstrates limited awareness of the impact of diversity on student learning; does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students; does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors.</p>	<p>Needs Improvement: Demonstrates personal awareness of the impact of diversity on students learning, but is unable to address this impact beyond self; has limited success in addressing intolerant or culturally incompetent statements; engages in conversations about diversity and culture but has limited success in connecting them to student learning.</p>	<p>Proficient: Creates and supports a climate that values, accepts and understands diversity in culture and point of view. Examines and addresses school structures and practices that limit the participation of groups of students and families; creates meaningful professional learning to improve understanding of culture and its impact on student learning and the school as a whole; initiates direct conversations about culture and diversity and how they impact student learning.</p>	<p>Excellent: Creates and supports a climate that values, accepts and understands diversity in culture and point of view, and works to further that climate. Recognizes and integrates the learning opportunities that come from a diverse community; engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school; develops staff capacity to engage in courageous conversations about diversity and culture, and how they impact student learning.</p>
---	--	--	---

Standard VI: CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS

The educational leader works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

Indicator

a. Promotes a culture of high aspirations and achievement for every student.

Unsatisfactory: Does not promote a culture of high aspirations and achievement for every student.	Needs Improvement: Inconsistently promotes a culture of high aspirations and achievement for every student.	Proficient: Promotes a culture of high aspirations and achievement for every student.	Excellent: Creates structures and processes to establish a school-wide culture of high aspirations and achievement for every student.
--	--	--	--

b. Establishes the expectation for staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

Unsatisfactory: Fails to establish the expectation that staff and students demonstrate values and positive behaviors aligned to the school's vision and mission.	Needs Improvement: Inconsistently establishes the expectation that staff and students demonstrate values and positive behaviors aligned to the school's vision and mission.	Proficient: Establishes the expectation for staff and students to demonstrate values and positive behaviors aligned to the school's vision and mission.	Excellent: Proactively creates school-wide structures and processes which clearly articulates the expectation that staff and students demonstrate values and positive behaviors aligned to the school's vision and mission.
---	--	--	--

c. Leads a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional, behavioral and physical.

Unsatisfactory: Does not promote a school culture and environment that develops the full range of students' learning capacities.	Needs Improvement: Inconsistently promotes a school culture and environment that develops the full range of students' learning capacities.	Proficient: Leads a school culture and environment that successfully develops the full range of students' learning capacities.	Excellent: Proactively develops structures and processes to establish a school-wide culture and environment which successfully develops the full range of students' learning capacities.
---	---	---	---

Appendix B

Self-Assessment of Standards

Administrator: _____

Position: _____ School _____

Mark an “X” somewhere along the continuum to identify what you believe is your current level of performance. The performance levels of each indicator are described in the *Standards for Educational Leader Evaluation* (Document A). This continuum should be completed by February 1st and should be referenced as the administrator creates the Self-Assessment Narrative.

Standard I: LEADING A VISION OF LEARNING

Indicator	Unsatisfactory	Needs Improvement	Proficient	Excellent
Coordinates efforts to create and implement a vision for the organization that incorporates the use of data to identify goals, assess organizational effectiveness and promote organizational improvement.				
Makes decisions that reflect the organization’s vision and goals.				
Identifies, clarifies, and addresses barriers to achieving organizational goals.				

Standard II: MANAGING THE LEARNING ENVIRONMENT

Indicator	Unsatisfactory	Needs Improvement	Proficient	Excellent
Monitors and evaluates the management and operational systems.				
Obtains, allocates, aligns, and efficiently utilizes human, fiscal and technological resources.				
Ensures teacher and organizational time is focused to support quality instruction and student learning.				
Promotes and protects the welfare, safety and learning environment for students and staff.				

Standard III: IMPROVING TEACHING AND LEARNING

Indicator	Unsatisfactory Needs Improvement Proficient Excellent
Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards based curriculum, research-based instructional practice, and high expectations for student performance.	
Creates a continuous improvement cycle that monitors student progress using multiple forms of data and student work samples to support individual, team, and school-wide improvement goals.	
Implements research-based student interventions that differentiate instruction based on student needs.	
Selects and retains teachers and staff with the expertise to deliver instruction that maximizes student learning.	
Evaluates the effectiveness of instruction and promotes professional growth of individual teachers by conducting frequent, formal and informal observations and engaging in difficult, but crucial conversations.	
Ensures the training, development, and support for high-performing instructional teams to promote adult learning and development to advance student learning and performance.	
Develops systems and structures for staff professional development and sharing of effective practices.	

Standard IV: BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS

Indicator	Unsatisfactory Needs Improvement Proficient Excellent
Creates, develops and sustains positive and productive relationships with families to support student success.	
Identifies and utilizes community resources to support student success.	
Utilizes meaningful feedback from students, staff, families and the community to improve student outcomes.	

Standard V: LEADING WITH INTEGRITY AND PROFESSIONALISM

Indicator	Unsatisfactory	Needs Improvement	Proficient	Excellent
Treats all people fairly, equitably, and with dignity and respect.				
Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.				
Creates and supports a climate that values, accepts and understands diversity in culture and point of view.				

Standard VI: CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS

Indicator	Unsatisfactory	Needs Improvement	Proficient	Excellent
Promotes a culture of high aspirations and achievement for every student.				
Establishes the expectation for staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.				
Leads to a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional, behavioral and physical.				

Appendix C

Worksheet for Reflective Goal-Setting

This worksheet is designed to help you in setting professional growth goals. It is designed to encourage reflection by focusing on the results of your *Self-Assessment of Standards*. Goals shall also be based on the results of the performance evaluation conducted in the previous school year (except for first-year Glenbrook administrators). This worksheet is for your use only. Do not hand it in to your supervisor.

Part A - Reflection on the Six Standards

Review your current level of performance for each standard while considering the following:

1. Describe your own strengths. What do you do well?
2. List indicators in which you would like to improve.
3. Identify possible goals.
4. List activities and resources needed to achieve these goals.

Part B - Reflection on Professional /Organizational Goals & Student Growth

Review your current level of performance for each goal while considering the following:

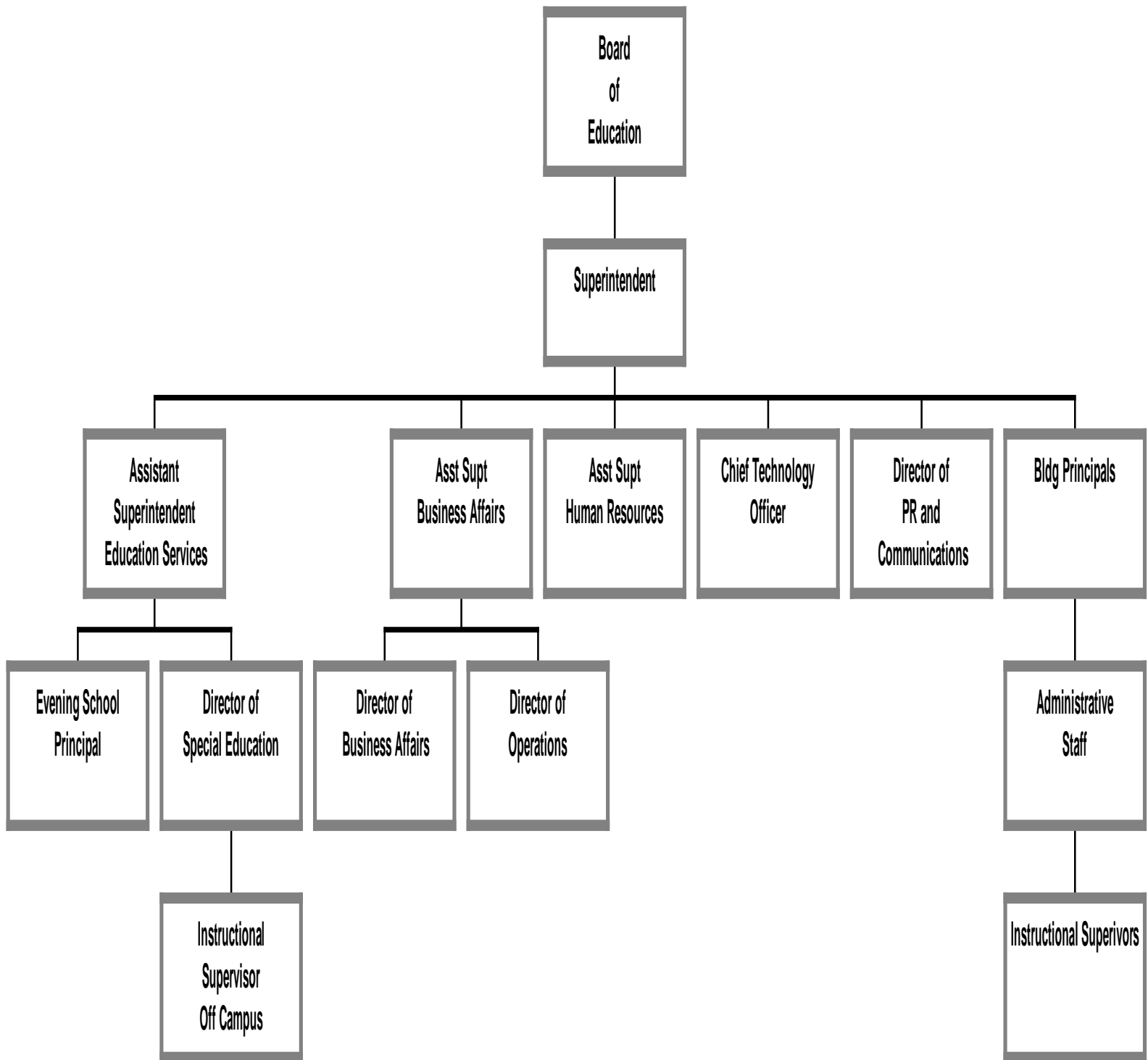
1. Describe your current progress on professional goals.
2. Describe your current progress on the organizational goals.
3. Define next steps for your area in supporting professional goals.
4. Define next steps for your area in supporting the organizational goals.
5. List activities and resources needed to achieve these goals.

Part C - Reflection on Job Performance

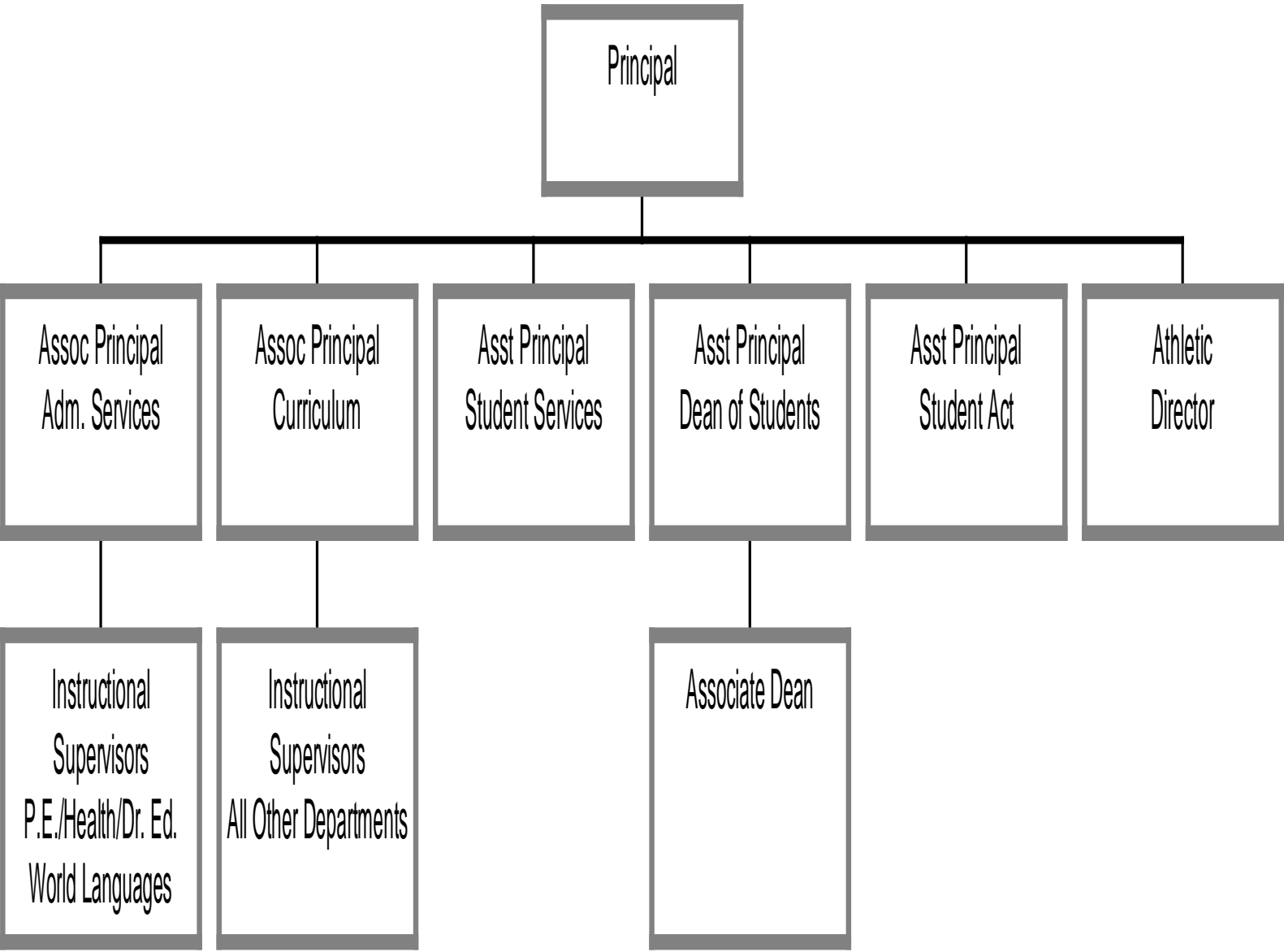
Review your current level of performance with regards to your job description:

1. Describe your own strengths. What do you do well?
2. List areas within your job in which you would like to improve.
3. Identify responsibilities added to your role due to major building or district initiatives.
4. Identify possible goals.
5. List activities and resources needed to achieve these goals.

Appendix D
Administrative Organizational
Appraisal Chart



**GBN Organizational
Appraisal Chart**



**GBS Organizational
Appraisal Chart**

