

District Administrator Evaluation Score Sheet

District Administrator:
Supervisor:
This form summarizes feedback about proficiency areas and domains marked below based on consideration of evidence encountered during this timeframe: _____
Conference Date: _____

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Domain 1: Student Achievement – 25% or 25 points	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Proficiency Area 1 - Getting Results	
District administrators influence school site instructional leadership on improving desired student learning growth and achievement.	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Indicator 1.1 – Student Results	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Faculty Development	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Learning Environment	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Proficiency Area 2 - Harnessing Family and Community Energies for School Improvement	
District administrators facilitate collective leadership by engaging teachers, administrators, parents, and community members in ongoing, reflective discussions of what each party can and should contribute to students’ learning.	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Indicator 2.1 – Facilitate collective leadership	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Indicator 2.2 – Assist communication	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Indicator 2.3 – Monitor process [effectiveness]	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership – 25% or 25 points	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Proficiency Area 3 – Continuous Improvement of Teaching and Learning	
District administrators model continuous improvement while supporting individual and collegial professional learning in meaningful professional development. The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools by a deliberate practice of concentrating professional growth while striving for deep learning and personal mastery.	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Indicator 3.1 – Personal Professional Learning	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Indicator 3.2 Supports Collegial Learning	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Indicator 3.3 – On-the-job learning	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

Proficiency Area 4 - Using the District's School Administrator Evaluation System Effectively to Support and Monitor the Effectiveness of School Leaders

District administrators monitor and support principals' effectiveness by using data and processes to improve principal performance on school leaders' use of strategies supported by contemporary research, principal proficiency.

Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 4.1 Provides Effective Feedback Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 4.2 Recognizes Proficiency Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 3.2 Supports Collegial Learning Highly Effective Effective Needs Improvement Unsatisfactory

Proficiency Area 5: Building School Leaders' Sense of Efficacy for School Improvement

District administrators impact building principals' and assistant principals' sense of efficacy for school improvement. The individual and collective efficacy provides a crucial link between district initiatives, school conditions and student learning.

Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 5.1 Monitors Prof. Development Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 5.2 Models Deliberate Practice Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 5.3 Provides Individual Support Highly Effective Effective Needs Improvement Unsatisfactory

Domain 3 - Organizational Leadership – 25% or 25 points

Highly Effective Effective Needs Improvement Unsatisfactory

Proficiency Area 6 - Using Data as a Problem Solving Strategy at the District and School Level

District administrators use data as a key tool for problem solving from collection of high quality data to transforming it into actionable evidence and understanding its implications for improvement efforts.

Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 6.1 Uses Data to Solve Problems Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 6.2 Coaches Use of Data Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 6.3 Shares Learning Goals Highly Effective Effective Needs Improvement Unsatisfactory

Proficiency Area 7 – Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

District administrators need to know and understand the unique characteristics and challenges of each school and provide consistent, quality, coordinated, and differentiated support for school-wide improvement of teaching and learning.

Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 7.1 Communicates expectations Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 7.2 Shares Leadership Practices Highly Effective Effective Needs Improvement Unsatisfactory

Indicator 7.3 Collaborates with other Depts. Highly Effective Effective Needs Improvement Unsatisfactory

APPENDIX B:

District Deliberate Practice Growth Target

District Administrator's Name and
Position: _____

Evaluators Name and Position:

Target for school year: _____ Date Growth Targets Approved:

School Administrator's Signature: _____

Evaluator's Signature _____

Deliberate Practice Growth Target #: ____ (Insert target identification number here, the check one category below)

() District Growth Target

() Administrator's Growth target

Focus issue(s): Why is the target worth pursuing?

Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*

Anticipated Gain(s): What do you hope to learn?

-
-

Plan of Action: A general description of how you will go about accomplishing the target.

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal

- 1.
- 2.
- 3.

Notes:

APPENDIX C:
FEEDBACK FORM

District Administrator

DOMAIN:

Proficiency Area:

Comments:

DOMAIN:

Proficiency Area:

Comments:

DOMAIN:

Proficiency Area:

Comments:

APPENDIX D:

The DLAE Annual Performance Summary Form

Name: _____

Title: _____ School Year: _____

Evaluator: _____ Evaluator's Title: _____

Examine all sources of evidence for each of the four domains, using the results from the District Domains and Proficiencies (DCP) process as it applies to the school leader's performance. Incorporate the Deliberate Practice (DP) Score. Refer to the Scoring Guide to rate District Core Practices and Deliberate Practice. Assign an overall evaluation of the school leader's performance, sign the form and obtain the signature of the school leader.

A. Leadership Practice Score

DCP score _____ x .57 = _____

+

Deliberate Practice Score x .10 = _____

= Combined Score is Leadership Practice Score: _____

B. Student Growth Measure Score

DISTRICT VAM/ _____ x .33 = _____

C. Performance Score

Leadership Practice Score + Student Growth Measure Score = _____

Performance Score ranges	Performance Level Rating
90-100	Highly Effective
80-89	Effective
70-79	Needs Improvement
0 to 69	Unsatisfactory

PERFORMANCE LEVEL is Highly Effective Effective Needs Improvement Unsatisfactory

District Administrator Signature: _____ Date: _____