Page 2

Evaluation Start Page

Print Documents | Evaluation Start Page | Logout

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Evaluation Start Page

Evaluator ID: Auto-Populate from login

Evaluator First Name: Auto-Populate from login

Evaluator Last Name: Auto-Populate from login

MI

Evaluator School Entity ID: Auto-Populate from login

School Name: Auto-Populate from login

Evaluator District Entity ID: Auto-Populate from login

District Name: Auto-Populate from login

Report Information Error

What would you like to do:

- Print Documents
- Enter Scores

Whom are you evaluating ?

- Leader
- Teacher

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Administration Selection Page

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Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
☑	Smith	10001	09/01/10	Observation	Saved
☐	Smithson	2002	09/15/10	Documentation	Submitted
☐	Smithy	3004			

Administrator Selection

Search by Last Name or ID number

search | Search

HQT ID — Populate from Search Results

Last Name — Populate from Search Results

First Name — Populate from Search Results

Middle Initial — Popula

District ID — Populate from Search Results

District Name — Populate from Search Results

School ID — Populate from Search Results

School Name — Populate from Search Results

Report Information Error

Not counting the current school year, how many TOTAL years of School Administrator experience does this leader have? Include years outside of this school/district.

0
1-2
3-10
11+
Not known

Save

Enter Scores - Select One Below:

Observaton Setting: Business Meeting

Documentation: Continuous Improvement Plan and Budgets

Enter Event Date: / /

Enter Scores

Print Documents

Review Scores

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Select Documets Page

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Select Documents

Administrator Field Documents

Observation Setting

- [ ] Leadership Team Meeting
- [x] Business Meeting
- [ ] Professional Development / Learning Meeting
- [x] PLC or Grade Level / Department Meeting
- [ ] Teacher Observation and Scoring
- [ ] Teacher Pre- and Post-Conference
- [ ] Walk-through Visit of Classroom

Documentation

- [ ] Continuous Improvement Plan and Budgets
- [x] Educator Goal Plans and School PD Plans
- [ ] Student Achievement Data
- [ ] Management Systems and Artifacts
- [ ] Teacher Evaluation Data
- [ ] Parent Survey
- [ ] Staff Survey
- [ ] Student Survey

Teacher Field Documents

- [ ] Observation Score Collection Sheet
- [ ] Observation Setting Analysis Document

Complete Observation Sets

- [ ] Leading Observation Instrument (Administrator)
- [ ] Learning Observation Instrument (Teacher)

Preview Selected Documents

Print Selected

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Business Meeting Observation

Print

Close

Administrator Name: _____ School Name: _____ District Name: _____ Page 1

Event Date: _____

Event Comments:

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings.	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.	
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. . Includes source of funding for identified objectives.	
Concensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.	

Approved

Business Meeting Observation

Administrator Name: _____ School Name: _____ District Name: _____

Event Date: _____

Event Comments:

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings.	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.	
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. . Includes source of funding for identified objectives.	
Concensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.	

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Business Meeting Observation

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Page 2

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Accessibility	Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with colleagues and district staff. Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils).	Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils).	Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents	Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavioral expectations. Responds to parent questions and concerns in a timely manner.	
Celebrating Individual and Team Accomplishments	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision.	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis	Celebrates individual and team accomplishments on a formal and informal basis.	Celebrates individual and team accomplishments on an informal basis.	
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. . Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view.	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff.	
Transparent Decision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions.	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns	
Communication of Expectations & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress	Develops systems to increase communication with families and the community.	Communicates key school information and events to staff on a regular basis.	
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.	

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Business Meeting Observation

Print

Close

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Facilitation of Effectvie Meetings	Listens actively and connects meeting content to school goals and values. Ensures meeting participants share ideas concisely with clear points. Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible, due date, and manner	Utilizes appropriate facilitation and leadership strategies for specific meeting. Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed). Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.	Uses effective communication strategies for specific audience. Makes efficient use of time; progress is made on majority of action items. Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda). Documents and utilizes norms as a strategy for achieving meeting outcomes. Ensures next steps are clearly identified.	Uses communication strategies for specific audience. Establishes norms.	
Recruitment, Retention and Succession	Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school. Identifies and implements concrete strategies to retain high caliber teachers.	Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members. Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings. Delegates appropriate tasks to competent staff members, checks on progress, and provides support.	Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs. Establishes systems for orientation, mentoring, and support for new classified and certified staff. Establishes relationships with new employees with frequent opportunities to address questions and needs.	Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs. Supports ineffective teachers with intensive assistance plans.	
Change Process	Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.	Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.	Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives. Addresses resistance to change; takes specific steps to move stakeholders to agreement.	Uses tools and strategies to build agreement for change.	

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Manages Day-to-Day Operations	Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction. Identifies and empowers key staff to maintain and monitor school systems.	Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment. Manages time to monitor classroom instruction through short- and long-term planning.	Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.	Manages the organization and operation for a clean, safe, orderly, learning environment. Attends to and complies with school operations. Addresses employee discipline appropriately.	
Manages School Resources	Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.	Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement. Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning.	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement. Ensures equitable distribution of highly effective staff members.	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. Makes high-quality staff selections	

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PLC or Grade Level / Department Meetings

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Event Comments:

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
Descriptors					
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions /	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.	
Goal Setting	Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL; high school algebra), are in place.	Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL, 10th special education) are in place.	Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP.	Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance	
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives.	
Concensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.	

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
Descriptors					
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view.	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff.	
Transparent Decision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions.	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns	
Communication of Expectations & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress	Develops systems to increase communication with families and the community.	Communicates key school information and events to staff on a regular basis.	
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.	

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PLC or Grade Level / Department Meetings

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Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Facilitation of Effective Meetings	Listens actively and connects meeting content to school goals and values. Ensures meeting participants share ideas concisely with clear points. Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible, due date, and	Utilizes appropriate facilitation and leadership strategies for specific meeting. Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed). Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.	Uses effective communication strategies for specific audience. Makes efficient use of time; progress is made on majority of action items. Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda). Documents and utilizes norms as a strategy for achieving meeting outcomes. Ensures next steps are clearly identified.	Uses communication strategies for specific audience. Establishes norms.	
Professional Development	Evaluates on-going PD objectives and coaching cycles for their impact on attainment of school goals. Ensures PD training objectives are differentiated for flexible groups of teachers based on content knowledge, content best practices, and/or instructional element needs identified in individual growth plans.	Works with leadership team to establish weekly or monthly PD objective(s) and activities that are connected to a prior PD objective and aligned to year-long PD goal with references to CIP goals. Supports staff implementation of professional learning with coaching cycles (e.g., planning, training, application, observation, coaching, checking for understanding) for groups of teachers based on student achievement, teacher instructional proficiency, and/or teacher content knowledge.	Creates multiple structures for PD including large group / small group, grade level / content teams, and individuals. Ensures school-level PD is aligned to CIP goals. Establishes weekly or monthly teacher coaching objectives for assigned teachers and provides feedback to teachers on classroom implementation based on recent PD.	Requires short- and long-term PD for all individual staff members based on goals in Educator Goal Plans, derived from teacher evaluation data and focused on increasing student achievement. Implements a PD plan, aligned to CIP.	
Recruitment, Retention and Succession	Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school. Identifies and implements concrete strategies to retain high caliber teachers.	Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members. Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings. Delegates appropriate tasks to competent staff members, checks on progress, and provides support.	Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs. Establishes systems for orientation, mentoring, and support for new classified and certified staff. Establishes relationships with new employees with frequent opportunities to address questions and needs.	Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs. Supports ineffective teachers with intensive assistance plans.	
Change Process	Involves teachers in selective abandonment of practices analigned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.	Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.	Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives. Addresses resistance to change; takes specific steps to move stakeholders to agreement.	Uses tools and strategies to build agreement for change.	

Leading Instruction

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Educator Goal Plans	Implements system for monitoring Educator Goal Plans and produces documentation that 80% of teachers achieved their EGP goals.	Selects prioritized goals that will have the most impact on student learning. Mobilizes resources to support teacher growth.	Develops and annually revises Educator Goal Plans with measurable goals, sub-objectives and aligned actions steps for all assigned teachers using student achievement and teacher observation data.	Creates and annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation.	
Supervision of Written, Taught, & Tested Curriculum	Ensures curriculum goes beyond state standards and tested areas to require higher levels of learning, as evidenced by grade-by-grade articulation of skills necessary to be on track to college and career readiness. Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards	Monitors teaching of the standards in all subjects through analysis of student achievement results, teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings. Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results. Assesses gaps between written, taught, and tested curriculum, and facilitates the modification of materials, programs, strategies, and/or assessments as needed to address any identified gaps.	Monitors teaching of the standards in all subjects through teacher evaluation process, classroom visitations, and supervision of professional learning communities/department meetings/grade level meetings. Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results, as evidenced by current and/or revised curriculum maps and materials.	Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of professional learning. communities /department meetings/grade level meetings. Ensures scope and sequence is aligned to year-end goals.	

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Accountability for Goals	Exceeds whole school performance goals for student achievement and for targeted sub groups in core content areas.	Utilizes an effective process to consistently monitor, review and revise PLC, grade level, team and department goals to revise the CIP, instructional strategies, and/or grade /team action plans. Meets performance goals for student achievement in targeted sub groups in core content areas	Utilizes an effective process to consistently monitor, review, and revise the CIP (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and revise progress; adjusts strategies in order to reach goals). Meets performance goals for student achievement in core content areas.	Utilizes a process to monitor the school improvement plan. Demonstrates measurable student achievement gains in core content goal areas.	
Accountability Systems	Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement.	Develops systems to monitor progress toward academic priorities and creates a plan for overcoming student learning obstacles. Ensures teachers work in teams (at least twice monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve teaching and learning	Establishes academic priorities that are non-negotiable and holds staff and collaborative teams (e.g., PLCs) accountable for implementing strategies that align teaching and learning with CIP goals and task-analyzed objectives. Provides structures (e.g.,	References school goals in a variety of forums (e.g., meetings, pre-and post-conferences, classroom observations, curriculum- and instruction-based meetings) to maintain focus on student learning. Provides structures (e.g.,	
Manages School Resources	Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.	Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement. Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning.	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement. Ensures equitable distribution of highly effective staff members.	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. Makes high-quality staff selections	

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Entry Form

Save | Clear All | Submit | Print Report

Administrator Name	Administrator Name	Event Date:	12/12/12
Observation Setting:	Business Meeting	Documentation:	

Event Comments:

Setting and Communicating Direction | Building Relationships | Developing the Organization | Leading Instruction | Securing Accountability

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
Descriptors					

There are no elements applicable to this rubric for this event.

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Entry Form

Save | Clear All | Submit | Print Report

Administrator Name: Administrator Name

Event Date: 12/12/12

Observation Setting: Business Meeting

Documentation:

Event Comments:

Setting and Communicating Direction | Building Relationships | Developing the Organization | Leading Instruction | Securing Accountability

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Accessibility 5	Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with colleagues and district staff. Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). ☑	Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). ☐	Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents ☐	Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavioral expectations. Responds to parent questions and concerns in a timely manner. ☐	
Celebrating Individual and Team Accomplishments 5	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision. ☑	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis ☐	Celebrates individual and team accomplishments on a formal and informal basis. ☐	Celebrates individual and team accomplishments on an informal basis. ☐	
Mutual Trust and Respect 5	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members ☑	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view. ☐	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally ☐	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. ☐	
Transparent Decision Making 5	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. ☑	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. ☐	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. ☐	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns ☐	
Communication of Expectations & Progress 5	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. ☑	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress ☐	Develops systems to increase communication with families and the community. ☐	Communicates key school information and events to staff on a regular basis. ☐	
Conflict Resolution 5	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices. ☑	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps. ☐	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision. ☐	Identifies and resolves most conflict. ☐	

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Administrator Name: Administrator Name

Event Date: 12/12/12

Observation Setting: Business Meeting

Documentation:

Event Comments:

Setting and Communicating Direction | Building Relationships | Developing the Organization | Leading Instruction | Securing Accountability

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Shared Purpose 5	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. ☑	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. ☐	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / ☐	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials. ☐	
Continuous Improvement Planning 5	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). ☑	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities ☐	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective. ☐	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. . Includes source of funding for identified objectives. ☐	
Concensus Building Around the CIP 5	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. ☑	Builds school consensus around the CIP. ☐	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. ☐	Shares CIP with staff. ☐	

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Administrator Name: Administrator Name

Event Date: 12/12/12

Observation Setting: Business Meeting

Documentation:

Event Comments:

Setting and Communicating Direction | Building Relationships | Developing the Organization | Leading Instruction | Securing Accountability

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Facilitation of Effectvie Meetings 5	Listens actively and connects meeting content to school goals and values. Ensures meeting participants share ideas concisely with clear points. Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible, due date, and ☑	Utilizes appropriate facilitation and leadership strategies for specific meeting. Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed). Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed. ☐	Uses effective communication strategies for specific audience. Makes efficient use of time; progress is made on majority of action items. Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda). Documents and utilizes norms as a strategy for achieving meeting outcomes. Ensures next steps are clearly identified. ☐	Uses communication strategies for specific audience. Establishes norms. ☐	
Recruitment, Retention and Succession 5	Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school. Identifies and implements concrete strategies to retain high caliber teachers. ☑	Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members. Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings. Delegates appropriate tasks to competent staff members, checks on progress, and provides support. ☐	Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs. Establishes systems for orientation, mentoring, and support for new classified and certified staff. Establishes relationships with new employees with frequent opportunities to address questions and needs. ☐	Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs. Supports ineffective teachers with intensive assistance plans. ☐	
Change Process 5	Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives. ☑	Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations. ☐	Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives. Addresses resistance to change; takes specific steps to move stakeholders to agreement. ☐	Uses tools and strategies to build agreement for change. ☐	

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Administrator Name: Administrator Name

Event Date: 12/12/12

Observation Setting: Business Meeting

Documentation:

Event Comments:

Setting and Communicating Direction | Building Relationships | Developing the Organization | Leading Instruction | Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan	PD: Professional Development			
	Descriptors				
Manages Day-to-Day Operations 5	Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction. Identifies and empowers key staff to maintain and monitor school systems. ☑	Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment. Manages time to monitor classroom instruction through short- and long-term planning. ☐	Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment. ☐	Manages the organization and operation for a clean, safe, orderly, learning environment. Attends to and complies with school operations. Addresses employee discipline appropriately. ☐	
Manages School Resources 5	Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals. ☑	Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement. Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning. ☐	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement. Ensures equitable distribution of highly effective staff members. ☐	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. Makes high-quality staff selections ☐	

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Observation Settings and Documentation Report

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Name: Administrator Name

District Name: District Name

School Name: School Name

Rubric	Date of Event:	Leadership Team Meeting 08/08/12	Leadership Team Meeting 08/09/12	Leadership Team Meeting 08/10/12	Business Meetings	Business Meetings	Business Meetings	Professional Development / Learning Meetings	Professional Development / Learning Meetings	Professional Development / Learning Meetings	Continuous Improvement Plans and	Continuous Improvement Plans and	Continuous Improvement Plans and	Educator Goal Plans and School PD Plans	Educator Goal Plans and School PD Plans	Educator Goal Plans and School PD Plans	Student Achievement Data	Student Achievement Data	Student Achievement Data	Element Totals Min	Element Totals Max	Element Totals Mode	Element Totals Mean	Element Totals No. Of Measures
Setting and Communicating Direction	Shared Purpose	4	4											4						4	4	4	4	2
	Goal Setting	2	3																	2	3		2.5	2
	Continuous Improvement Planning		3	3	2			4			4						4			2	4	3	3	4
	Concensus Around the CIP		3	3																3	3	3	3	2
Building Relationships	Accessibility																							
	Celebrating Individual and Team Accomplishments	3																		3	3	3	3	1
	Mutual Trust and Respect																							
	Transparent Desicion-Making				2			2												2	2	2	2	2
	Communication of Expectations																							
	Conflict Resolution																							
Developing the Organization	Facilitation of Effective Meetings	3																		3	3	3	3	1
	Professional Development	3																		3	3	3	3	1
	Leadership Team																							
	Recruitment Retention & Succession		2																	2	2	2	2	1
	Change Process										2									2	2	2	2	1
Leading Instruction	Observing and Analyzing Instruction																							
	Pre- and Post Conferencing																							
	Educator Goal Plans																							
	Supervision of Written Taught & Tested Curriculumn																4			4	4	4	4	1
Securing Accountabilit	Accountability for Goals	1																		1	1	1	1	1
	Accountability Systems	2															1			1	2		1.5	2
	Manages Day to Day Operations		3				4			4									4	3	4	4	3.75	4
	Manages School Resources	4														4				4	4	4	4	2

Rubric: Setting and Communicating Direction

Element: Continuous Improvement Planning

Reinforcement: Some text is entered here.

Rubric: Securing Accountability

Element: Accountability Systems

Refinement: Some text is entered here.

Educator Goal

Save Reinforcement and Refinement

Primary Evaluator Name: Evaluator Name:

Administrator Name: Some Name

Date: Today's Date 12/12/12

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Name: Administrator Name

District Name: District Name

School Name: School Name

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Rubric
Setting and Communicating Direction
Element:
Shared Purpose
Date of Event: 12/12/12

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Rubric	Date of Event:	08/08/12 Leadership Team Meeting	08/09/12	08/10/12	Business					Educator Goal Plans and School PD Plans		Student Achievement Data			Element Totals Min	Max	Mode	Mean	No. Of Measures
Setting and Communicating Direction	Shared Purpose	4	4												4	4	4	4	2
	Goal Setting	2	3												2	3		2.5	2
	Continuous Improvement Planning		3	3	2							4			2	4	3	3	4
	Concensus Around the CIP		3	3											3	3	3	3	2
Building Relationships	Accessibility																		
	Celebrating Individual and Team Accomplishments	3													3	3	3	3	1
	Mutual Trust and Respect																		
	Transparent Desicion-Making				2			2							2	2	2	2	2
	Communication of Expectations																		
	Conflict Resolution																		
Developing the Organization	Facilitation of Effective Meetings	3													3	3	3	3	1
	Professional Development	3													3	3	3	3	1
	Leadership Team																		
	Recruitment Retention & Succession		2												2	2	2	2	1
	Change Process									2					2	2	2	2	1
Leading Instruction	Observing and Analyzing Instruction																		
	Pre- and Post Conferencing																		
	Educator Goal Plans																		
	Supervision of Written Taught & Tested Curriculumn											4			4	4	4	4	1
Securing Accountabilit	Accountability for Goals	1													1	1	1	1	1
	Accountability Systems	2										1			1	2		1.5	2
	Manages Day to Day Operations		3				4		4					4	3	4	4	3.75	4
	Manages School Resources	4									4				4	4	4	4	2

Rubric: Setting and Communicating Direction

Element: Continuous Improvement Planning

Reinforcement: Some text is entered here.

Rubric: Securing Accountability

Element: Accountability Systems

Refinement: Some text is entered here.

Educator Goal

Educator Goal Met? ☐

Save Reinforcement and Refinement

Primary Evaluator Name: Evaluator Name:

Administrator Name: Some Name

Date: Today's Date 12/12/12

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Observation and Documentation Comments Report

Name: Administrator Name

District Name: District Name

School Name: School Name

Event Number	Setting	Date	Comments
1	Leadership Team Meeting	8/15/2011	uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.
2	Professional Development Delivery	8/16/2011	uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.
3	Teacher and Evaluation Scoring	9/01/2011	uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.
4	Teacher Post-Conference	9/7/2011	is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.
5	Walk-Through Visit of Classroom	9/25/2011	is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.
6	Leadership Team Meeting	10/24/2011	ccaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.

Primary Evaluator Name: Evaluator Name:

Administrator Name: Some Name

Date: Today's Date 12/12/12

Observation Settings Scores Report

Name: Administrator Name

District Name: District Name

School Name: School Name

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Rubric	Date of Event:	Leadership Team Meeting 08/08/12	Leadership Team Meeting 08/09/12	Leadership Team Meeting 08/10/12	Business Meetings			Professional Development / Learning Meetings			Plc or Grade Level Department Meetings			Teacher Observation and Scoring			Teacher Pre and Post Conference			Walk Through of Classrooms			Element Totals Min	Max	Mode	Mean	No. Of Scores
Setting and Communicating Direction	Shared Purpose	4	4																				4	4	4	4	2
	Goal Setting	2	3																				2	3		2.5	2
	Continuous Improvement Planning		3	3	2			4			4						4			4			2	4	3	3	4
	Concensus Around the CIP		3	3																			3	3	3	3	2
Building Relationships	Accessibility																										
	Celebrating Individual and Team Accomplishments	3																					3	3	3	3	1
	Mutual Trust and Respect																										
	Transparent Desicion-Making				2			2			2						2			2			2	2	2	2	2
	Communication of Expectations																										
	Conflict Resolution																										
Developing the Organization	Facilitation of Effective Meetings	3																					3	3	3	3	1
	Professional Development	3																					3	3	3	3	1
	Leadership Team																										
	Recruitment Retention & Succession		2																				2	2	2	2	1
	Change Process																						2	2	2	2	1
Leading Instruction	Observing and Analyzing Instruction																										
	Pre- and Post Conferencing																										
	Educator Goal Plans																										
	Supervision of Written Taught & Tested Curriculumn																						4	4	4	4	1
Securing Accountabilit	Accountability for Goals	1																					1	1	1	1	1
	Accountability Systems	2																					1	2		1.5	2
	Manages Day to Day Operations		3				4			4			4			4			4			4	3	4	4	3.75	4
	Manages School Resources	4																					4	4	4	4	2

Rubric	Element
Setting and Communicating Direction	Continuous Improvement Planning
Reinforcement:	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Rubric	Element
Securing Accountability	Accountability Systems
Refinement :	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Date: 12/12/12

Administrator Name: _____

Primary Evaluator Name: _____

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Name: Administrator Name

District Name: District Name

School Name: School Name

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Rubric	Date of Event:	Continuous Improvement Plans and 08/08/12	08/09/12	08/10/12	Educator Goal Plans and School PD Plans			Student Achievement Data			Management Systems and Artifacts			Evaluation Data			Parent Survey			Staff Survey			Student Survey			Element Totals Min	Max	Mode	Mean	No. Of Scores
Setting and Communicating Direction	Shared Purpose	4	4																							4	4	4	4	2
	Goal Setting	2	3																							2	3		2	2
	Continuous Improvement Planning		3	3	2			4			4						4			4			4			2	4	3	3	4
	Concensus Around the CIP		3	3																						3	3	3	3	2
Building Relationships	Accessibility																													
	Celebrating Individual and Team Accomplishments	3																								3	3	3	3	1
	Mutual Trust and Respect																													
	Transparent Desicion-Making				2			2			2						2			2			2			2	2	2	2	2
	Communication of Expectations																													
	Conflict Resolution																													
Developing the Organization	Facilitation of Effective Meetings	3																								3	3	3	3	1
	Professional Development	3																								3	3	3	3	1
	Leadership Team																													
	Recruitment Retention & Succession		2																							2	2	2	2	1
	Change Process																									2	2	2	2	1
Leading Instruction	Observing and Analyzing Instruction																													
	Pre- and Post Conferencing																													
	Educator Goal Plans																													
	Supervision of Written Taught & Tested Curriculumn																									4	4	4	4	1
Securing Accountabilit	Accountability for Goals	1																								1	1	1	1	1
	Accountability Systems	2																								1	2		1	2
	Manages Day to Day Operations		3				4			4			4			4			4			4			4	3	4	4	3.	4
	Manages School Resources	4																								4	4	4	4	2

Rubric	Element
Setting and Communicating Direction	Continuous Improvement Planning
Reinforcement:	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Rubric	Element
Securing Accountability	Accountability Systems
Refinement :	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Date: 12/12/12

Administrator Name: _____

Primary Evaluator Name: _____

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Observation Settings Scores Report

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Name: Administrator Name

District Name: District Name

School Name: School Name

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Rubric	Date of Event:	Leadership Team Meeting 08/08/12	Leadership Team Meeting 08/09/12	Leadership Team Meeting 08/10/12	Business Meetings			Professional Development / Learning Meetings			Plc or Grade Level Department Meetings			Teacher Observation and Scoring			Teacher Pre and Post Conference			Walk Through of Classrooms			Element Totals Min	Max	Mode	Mean	No. Of Measures
Setting and Communicating Direction	Shared Purpose	4	4																				4	4	4	4	2
	Goal Setting	2	3																				2	3		2.5	2
	Continuous Improvement Planning		3	3	2			4			4						4			4			2	4	3	3	4
	Concensus Around the CIP		3	3																			3	3	3	3	2
Building Relationships	Accessibility																										
	Celebrating Individual and Team Accomplishments	3																					3	3	3	3	1
	Mutual Trust and Respect																										
	Transparent Desicion-Making				2			2			2						2			2			2	2	2	2	2
	Communication of Expectations																										
	Conflict Resolution																										
Developing the Organization	Facilitation of Effective Meetings	3																					3	3	3	3	1
	Professional Development	3																					3	3	3	3	1
	Leadership Team																										
	Recruitment Retention & Succession		2																				2	2	2	2	1
	Change Process																						2	2	2	2	1
Leading Instruction	Observing and Analyzing Instruction																										
	Pre- and Post Conferencing																										
	Educator Goal Plans																										
	Supervision of Written Taught & Tested Curriculumn																						4	4	4	4	1
Securing Accountabilit	Accountability for Goals	1																					1	1	1	1	1
	Accountability Systems	2																					1	2		1.5	2
	Manages Day to Day Operations		3				4			4			4			4			4			4	3	4	4	3.75	4
	Manages School Resources	4																					4	4	4	4	2

Rubric	Element
Setting and Communicating Direction	Continuous Improvement Planning
Reinforcement:	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Rubric	Element
Securing Accountability	Accountability Systems
Refinement :	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Date: 12/12/12

Administrator Name: _____

Primary Evaluator Name: _____

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor

10/17/11 Changes
3L Remove teacher type - some typos corrected
4L typos - Modify global navigation
15 Change title, delete min max text on right, typos

All sections - remove comments from right hand of all documents
Remove Evaluation Notes.
Move Comments to top / per Al D.
Remove Logout - All Screens . This will be handled with the global navigation links
Add Global Navigation Links for Administrator section.
Change Leader to Administrator - per Christine Morris
Added content to track the number of events and elements scored for Administrators for discussion.

10/18/11
3L Change text to "Enter Scores"
3L change button text to "Enter Scores"
Review Browser window titles all screens
Bottom Section to refelect Teacher Tool Refinement and Reinformement entry.
Get legal language for Teacher and Administrator report
Move Signature lines to a new score page.
Add Comments page
Add two pages for score output.
All pages Observation Entry Tool - remove text regarding event / evaluation progress

10/20 a.user / role based access to comments report. Only Primary evaluator should be able to see all comments. The printed output would then depend upon the user printing the report.This would be seen only at the end of the reporting when printing. the Observation Settings Scores report..

b. Changes approved.
    i. Change report name to Observation and Documentation Comments Report
    ii. Observation number change to Event Number
    iii. Observation Setting column change to Setting.
c. Observation and Documentation Report page 15L: Approved with changes.
    i. Goal met checkbox should not be seen.
    ii. Hover to show comment (see mockup).
d. Observation Settings Scores page 17L. Changes approved.
    i. Change "No. of Measures" to "No. of Scores" under Element Totals.
    ii. Documentation Report should say Documentation Score Report
    iii. Above changes reflected in print versions