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Evaluator	▼
Analytic User	

Login



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### Evaluator Identification

Save

Logout

Enter your ID number or Last Name Below

Evaluator ID

Evaluator First Name

Evaluator Last Name

Evaluator School Entity ID

Evaluator District Entity ID

Evaluator Middle Initial

To print field documents select type below:

This evaluation is for a:  Leader  Teacher

Continue

To enter evaluation scores select type below:

This evaluation is for a:  Leader  Teacher

Continue



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## Select Evaluation Documents Needed

### Leader Documents

#### Observation

- Leadership Team Meeting
- Business Meeting
- Development Learning Meeting
- Grade Level/Department Meeting
- Teacher Observation and Scoring
- Teacher Pre- and Post-Conference
- Walk-thru Visit of Classroom

#### Documentation

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

Leading Observation Instrument. Document Complete Set with Rubric and Element Details for all settings

Print

Preview Selected Documents

### Teacher Documents

Learning Observation Instrument. Document Complete Set with Rubric and Element

Print

By setting with Rubric and Element Details:

- Pre-Conference
- Observation
- Post-

Print

Short Form Observation Score Collection Sheet

Print





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Business Meeting Observation

Next Page >>

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.

	4	3	2	1	0		
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments	
	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.			
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.			
Consensus 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.

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

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.

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

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.

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

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**Leader Entry Form**

Save Clear All Submit Print Report Logout

[a Return to Leader Demographics](#)

This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

Observation Setting: Business Meeting

Documentation:

Need Help

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	Comments
	CIP: Continuous Improvement Plan PD: Professional Development					
	Descriptors					
Accessibility <input type="text" value="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). <input checked="" type="checkbox"/>	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). <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>		
Celebrating Individual and Team Accomplishments <input type="text" value="5"/>	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision. <input checked="" type="checkbox"/>	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis. <input type="checkbox"/>	Celebrates individual and team accomplishments on a formal and informal basis. <input type="checkbox"/>	Celebrates individual and team accomplishments on an informal basis. <input type="checkbox"/>		
Mutual Trust and Respect <input type="text" value="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. <input checked="" type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. <input type="checkbox"/>		
Transparent Decision Making <input type="text" value="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. <input checked="" type="checkbox"/>	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. <input type="checkbox"/>	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. <input type="checkbox"/>	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns. <input type="checkbox"/>		
Communication of Expectations & Progress <input type="text" value="5"/>	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. <input checked="" type="checkbox"/>	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress. <input type="checkbox"/>	Develops systems to increase communication with families and the community. <input type="checkbox"/>	Communicates key school information and events to staff on a regular basis. <input type="checkbox"/>		
Conflict Resolution <input type="text" value="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. <input checked="" type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	Identifies and resolves most conflict. <input type="checkbox"/>		



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**Leader Entry Form**

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This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

Observation Setting: Business Meeting

Documentation:

Need Help

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		Comments
	CIP: Continuous Improvement Plan					PD: Professional Development					
Element	Descriptors										
Shared Purpose <input type="text" value="5"/>	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. <input checked="" type="checkbox"/>	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. <input type="checkbox"/>	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 / o Referenced in planning sessions / <input type="checkbox"/>	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials. <input type="checkbox"/>							
Continuous Improvement Planning <input type="text" value="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). <input checked="" type="checkbox"/>	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>							
Consensus Building Around the CIP <input type="text" value="5"/>	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. <input checked="" type="checkbox"/>	Builds school consensus around the CIP. <input type="checkbox"/>	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. <input type="checkbox"/>	Shares CIP with staff. <input type="checkbox"/>							



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**Leader Entry Form**

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This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

Observation Setting: Business Meeting

Documentation:

Need Help

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.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments
	Descriptors					
Facilitation of Effective Meetings  <input type="text" value="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  <input type="text" value="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  <input type="text" value="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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Principal Name:

Event Date:

Observation Setting: Business Meeting

Documentation:

Need Help

[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.

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

**There are no elements applicable to this rubric for this setting**



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**Leader Entry Form**

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This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

Observation Setting: Business Meeting

Documentation:

Need Help

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.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments
	Descriptors					
<b>Manages Day-to-Day Operations</b>  <input type="text" value="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.		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Manages School Resources</b>  <input type="text" value="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		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



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## Leading Demographic Entry

**Save**

**Logout**

Get Principal Last Name or ID

Q search

**Search**

Principal ID (HQT)

10001

Principal ID( EduStakeholderID)

10001

Principal Last Name

Smith

Principal Middle Initial

Principal First Name

Mary

Principal District ID

Principal District Name

Principal School ID

Principal School Name

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

0  
1-2  
3-10  
11 - 20  
21 or more  
Not known

**Select Evaluation Documents**

Enter Evaluation Scores - Select Setting Below:

Observation Setting:

Business Meeting

Documentation:

Continuous Improvement Plan and Budgets

**Enter Scores**

**View Leader Report**



http://



### Observation Settings and Documentaion Leader Report

Name:

District Name:

School Name:



#### Observation Settings

#### Documentation



Leadership Team Meeting  
08/08/12  
08/09/12  
08/10/12

Continuous Improvement Plans and  
Educator Goal Plans and School PD Plans  
Student Achievement Data

Mini Max Mode Mean No. of Measures

#### Element Totals

Rubric	Date of Session:	Observation Settings				Documentation			Element Totals							
		08/08/12	08/09/12	08/10/12					Min	Max	Mode	Mean	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			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 Curriaulumn								4			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	3	4	4	3.75	4
	Manages School Resources	4							4			4	4	4	4	2

Reinforcement Goal:   
 Refinement Goal:   
 Educator Goal:   
 Educator Goal Met?

Evaluator Name:   
 Teacher Name:   
 Date:

Signature \_\_\_\_\_  
 Signature \_\_\_\_\_

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.