



REIL is an initiative of

MCEESA

Maricopa County Education Service Agency



Evaluation Start Page

Evaluator ID

Evaluator First Name

Evaluator Last Name

MI

Evaluator School Entity ID

School Name

Evaluator District Entity ID

District Name

What would you like to do:

Print Documents Enter Scores

Whom are you evaluating ?

Leader Teacher

This section appears only if enter scores is selected above

Page 2



Error Form

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



Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
<input checked="" type="checkbox"/>	Smith	10001	09/01/10	Observation	Saved
<input type="checkbox"/>	Smithson	2002	09/15/10	Documentation	Submitted
<input type="checkbox"/>	Smithy	3004			

What will be in the search results?

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Administrator Selection

Search by Last Name or ID number

Selecting the Leader populates this form.

- 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](#)
- School ID [Populate from Search Results](#)

- District Name [Populate from Search Results](#)
- School Name [Populate from Search Results](#)

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

Enter Scores - Select One Below:

Observaton Setting:

Documentation:

Enter Event Date:

Enter Session Date should allow a calendar pop-up

A Web Page

http://

Error Form

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

Either Setting or documentation selection is allowed. Selecting one disables the other. This value populates the relevant field in the Entry forms



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Select Documents

Administrator Field Documents

Observation Setting

- Leadership Team Meeting
- Business Meeting
- Professional Development / Learning Meeting
- 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
- 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

This control would display the first document to be printed. The system should iterate over the documents selected until all selected documents are printed.





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Business Meeting Observation

Print

Close

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

Event Date: _____

Event Comments:

Rubrics should not break across pages. Rubric Definitions should repeat if Rubrics exceed one page. The events comments box should only print on the first 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		
	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.	
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.	



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Business Meeting Observation

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

Event Date: _____

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	Descriptors				
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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.	



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Business Meeting Observation

Print

Close

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				
<p>Accessibility</p> <p><input type="checkbox"/></p>	<p>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.</p> <p>Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats.</p> <p>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 council).</p>	<p>Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school.</p> <p>Provides accessible information about student expectations and progress to students, parents, and staff.</p> <p>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 council).</p>	<p>Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school.</p> <p>Provides accessible information about student expectations to students, parents, and staff.</p> <p>Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents</p>	<p>Is visible at various times throughout the school day.</p> <p>Informs students, parents, and staff about academic and behavioral expectations.</p> <p>Responds to parent questions and concerns in a timely manner.</p>	
<p>Celebrating Individual and Team Accomplishments</p> <p><input type="checkbox"/></p>	<p>Celebrates student and staff achievement of benchmarks and milestones aligned to the vision.</p>	<p>Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis</p>	<p>Celebrates individual and team accomplishments on a formal and informal basis.</p>	<p>Celebrates individual and team accomplishments on an informal basis.</p>	
<p>Mutual Trust and Respect</p> <p><input type="checkbox"/></p>	<p>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.</p> <p>Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members</p>	<p>Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect.</p> <p>Responds appropriately to differing sets of values or points of view.</p>	<p>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</p>	<p>Responds to students, parents and staff in a respectful way.</p> <p>Listens respectfully to students, parents and staff.</p>	
<p>Transparent Decision Making</p> <p><input type="checkbox"/></p>	<p>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.</p>	<p>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.</p>	<p>Involves staff, students and parents in decision-making concerning CIP.</p> <p>Includes times on meeting agendas for adults to actively participate in school-wide decisions.</p>	<p>Ensures staff, students, and parents sit on committees for school improvement.</p> <p>Provides opportunities for students, staff, and families to voice questions or concerns</p>	
<p>Communication of Expectations & Progress</p> <p><input type="checkbox"/></p>	<p>Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.</p>	<p>Creates expectations and puts structures in place for consistent communication from teachers to families about student progress</p>	<p>Develops systems to increase communication with families and the community.</p>	<p>Communicates key school information and events to staff on a regular basis.</p>	
<p>Conflict Resolution</p> <p><input type="checkbox"/></p>	<p>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.</p> <p>Leans from and encourages differing perspectives to gain new perspectives and improve school-wide practices.</p>	<p>Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school.</p> <p>Analyzes sources of influence to fully understand resistant attitudes or behaviors.</p> <p>Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.</p>	<p>Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective.</p> <p>Handles dissent from subordinates in a constructive manner.</p> <p>Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.</p>	<p>Identifies and resolves most conflict.</p>	





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			
Element	Descriptors					
Facilitation of Effective Meetings	<p>Listens 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 manner</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.

Element	4	3	2	1	0	
	CIP: Continuous Improvement Plan		PD: Professional Development			
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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PLC or Grade Level / Department Meetings

Print

Return to Select Documents

Administrator Name: _____

School Name: _____

District Name: _____

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Event Date: _____

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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 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 communication) 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 at an committee 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 individual 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

Print

Return to Select Documents

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Event Comments:

Developing the Organization

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	4	3	2	1	0
	CIP: Continuous Improvement Plan		PD: Professional Development		
Element	Descriptors				
Facilitation of Effective Meetings	Lures activity 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). Shows 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 in 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 considers cycles for their impact on attainment of school goals. Ensures PD training objectives are differentiated for feasible 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 objectives and activities that are connected to a prior PD objective and aligned to year-long PD goal with reference 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 / and small group level / content teams, and individual. 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 core 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 teacher team members. Active seeks and places student teachers and administrative interns with highly effective staff members to "grow with" conditions 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 unrelated 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 that may be effective in various structures.	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.

	4	3	2	1	0
	CIP: Continuous Improvement Plan		PD: Professional Development		
Element	Descriptors				
Educator Goal Plans	Implements system for monitoring Educator Goal Plans and produces documentation that 85% of teachers achieved their EGP goals.	Selects prioritized goals that will have the most impact on student learning. Utilizes resources to support teacher growth.	Develops and annually revises Educator Goal Plans with measurable goals, sub-objectives and aligned action steps for all assigned teachers using student achievement and teacher observation data.	Creates and annually revises Educator Goal Plans for all teachers using refinement goal from assigned teacher 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 committee/department meetings/grade level meetings. Ensures scope and sequence is aligned to year-end goals and revises and refines 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 unmet identified gaps.	Monitors teaching of the standards in all subjects through teacher evaluation process, classroom visitations, and supervision of professional learning committee/department meetings/grade level meetings. Ensures scope and sequence is aligned to year-end goals and revises and refines curriculum alignment based on student achievement results, as evidenced by current and/or revised curriculum maps and materials.	Monitors teaching of the standards in one subject (or assigned one subject for consultant principal) through teacher evaluation process, classroom visitations, and supervision of professional learning committee/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.

	4	3	2	1	0
	CIP: Continuous Improvement Plan		PD: Professional Development		
Element	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 review progress; adjust 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.,	
Maximize 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. Prioritizes 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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The Event Value is taken from the Leader Entry form

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

This date is populated from Leader Entry form

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The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

Event Comments: [Empty text area]

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					

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

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Maximum 3 event scores per observation setting or documentation setting.

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

This date is populated from Leader Entry form

The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

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This date is populated from Leader Entry form

The Setting Value is taken from the Leader Entry form

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.

	4	3	2	1	0
	CIP: Continuous Improvement Plan		PD: Professional Development		
Element	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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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

This date is populated from Leader Entry form

Event Comments:

The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

[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.

	4	3	2	1	0
	CIP: Continuous Improvement Plan		PD: Professional Development		
Element	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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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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 Effective 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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Observation and Documentation Report

Name: Administrator Name

District Name: District Name

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School Name: School Name

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Observation and Documentation

Rubric	Date of Event:	Observation				Documentation				Element Totals						
		08/09/12	08/10/12	08/11/12	08/12/12	Plans and School PD Plans	Student Achievement Data	Min	Max	Mode	Mean	No. Of Measures				
Setting and Communicating Direction	Shared Purpose	4	4									4	4	4	4	2
	Goal Setting	2	3		1							2	3		2.5	2
	Continuous Improvement Planning		3	3	2		4					2	4	3	3	4
	Consensus Around the CIP		3	3								3	3	3	3	2
Building Relationships	Accessibility											3	3	3	3	1
	Celebrating Individual and Team Accomplishments	3														
	Mutual Trust and Respect															
	Transparent Decision-Making			2		2						2	2	2	2	2
	Communication of Expectations															
Developing the Organization	Conflict Resolution															
	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
Leading Instruction	Change Process					2						2	2	2	2	1
	Observing and Analyzing Instruction															
	Pre- and Post Conferencing															
	Educator Goal Plans															
Securing Accountability	Supervision of Written Taught & Tested Curriculum									4		4	4	4	4	1
	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	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:

Rubric: **Securing Accountability** | Element: **Accountability Systems**

Refinement:

Educator Goal:

Educator Goal Met?

Primary Evaluator Name: Evaluator Name
 Administrator Name: Some Name
 Date: Today's Date 12/12/12

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Save Reinforcement and Refinement



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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	us 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 arim id est laborum.
2	Professional Development Delivery	8/16/2011	us 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 arim id est laborum.
3	Teacher and Evaluation Scoring	9/01/2011	us 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 arim 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 arim 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 arim id est laborum.
6	Leadership Team Meeting	10/24/2011	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 arim id est laborum.

Identity / role based access to the comments.
 Who can see: Primary can see all comments; others can see only what they put in. Would only be seen at end of reports.

Primary Evaluator Name: Evaluator Name:
 Administrator Name: Some Name
 Date: Today's Date 12/12/12



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Observation Settings Scores Report

Name: Administrator Name

District Name: District Name

School Name: School Name

Maximum 3 element scores per observation setting or documentation setting.

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Rubric	Date of Event:	08/08/12			Business Meetings	Professional Development / Learning Meetings	Ptc or Grade Level Department Meetings	Teacher Observation and Scoring	Teacher Pre and Post Conference	Walk Through of Classrooms	Element Totals				No. Of Scores		
		08/08/12	08/09/12	08/10/12							Min	Max	Mode	Mean			
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	3	3	4		
	Consensus Around the CIP		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 Decision-Making				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 Curriculum												4	4	4	4	1
Securing Accountability	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		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 adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Date: 12/12/12

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

Administrator Name: _____

Primary Evaluator Name: _____



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Observation Settings Scores

Name: Administrator Name

District Name: District Name

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School Name: School Name

Maximum 3 scores per event

Rubric	Date of Event:	Leadership Team Meeting			Teacher Observation and Scoring	Teacher Pre and Post Conference	Walk Through of Classrooms	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	2		
	Goal Setting	2	3					2	3		2.5	2		
	Continuous Improvement Planning		3	3	2		4	4		4	4	4		
	Consensus Around the CIP		3	3						3	3	3	2	
Building Relationships	Accessibility													
	Celebrating Individual and Team Accomplishments	3								3	3	3	1	
	Mutual Trust and Respect													
	Transparent Decision-Making			2		2		2		2	2	2	2	
	Communication of Expectations													
	Conflict Resolution													
Developing the Organization	Facilitation of Effective Meetings	3								3	3	3	1	
	Professional Development	3								3	3	3	1	
	Leadership Team													
	Recruitment Retention & Succession		2							2	2	2	1	
	Change Process									2	2	2	1	
Leading Instruction	Observing and Analyzing Instruction													
	Pre- and Post Conferencing													
	Educator Goal Plans													
	Supervision of Written Taught & Tested Curriculum									4	4	4	1	
Securing Accountability	Accountability for Goals	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	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 adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Date: 12/12/12

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

Administrator Name: _____

Primary Evaluator Name: _____



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Documentation Scores Report

Name: Administrator Name

District Name: District Name

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School Name: School Name

Maximum 3 event scores per observation setting or documentation setting.

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Rubric	Date of Event:	Continuous Improvement Plans and			Educator Goal Plans and School PD Plans	Student Achievement Data	Management Systems and Artifacts	Evaluation Data	Parent Survey	Staff Survey	Student Survey	Element Totals				No. Of Scores
		08/06/12	08/09/12	08/10/12								Min	Max	Mode	Mean	
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 Decision-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															
Securing Accountability	Supervision of Written Taught & Tested Curriculum											4	4	4	4	1
	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 adipiscing 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 adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam.

Date: 12/12/12

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Administrator Name: _____

Primary Evaluator Name: _____



Observation Settings Scores Report

Name: Administrator Name

District Name: District Name

School Name: School Name

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Rubric	Date of Event:	Element Totals							No. Of Measures							
		08/08/12	08/09/12	08/10/12	Leadership Team Meeting	Business Meetings	Professional Development / Learning Meetings	Pic or Grade Level Department Meetings		Teacher Observation and Scoring	Teacher Pre and Post Conference	Walk Through of Classrooms	Min	Max	Mode	Mean
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	4	3	3	4
	Consensus 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 Decision-Making			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	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 Curriculum											4	4	4	4	1
Securing Accountability	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	4	3.75	4
	Manages School Resources	4									4	4	4	4	4	2

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

Date: 12/12/12

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

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 AI 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 reflect Teacher Tool Refinement and Reinforcement 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