North East School District

Administrator Evaluation Program

A Focus on Evaluating Performance
to Ensure
Continuous Improvement of
District Leaders and the School District

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Statement of Purpose

The fundamental purpose of leadership evaluation is the improvement of the individual and organizational performance. To that end, an Administrator evaluation system must be responsive to different conditions. As the individual leader and the district change, so also must the evaluation system so that improvements and positive changes will offer lasting value to North East School District.

We believe that an Administrator evaluation is …

> ► **Proactive[1]**, starting before the first day on the job.
> ► **Reciprocal[2],** where each party to the evaluation contributes ideas on how the Administrator can change, grow, improve, and make better decisions that lead to individual and organizational success.
> ► **Empowering[3],** allowing Administrators the authority to make decisions that will improve their effectiveness and to be active participants in the evaluation process.
> ► **Standards based[4],** providing a fair, accurate, and comprehensive evaluation for proficient and exemplary leadership.
> ► **Truthful[5],** giving honest and accurate feedback.
> ► **Objective[6],** where leadership behaviors are a matter of description rather than conjecture, and allow room for creativity, discretion, and the exercise of authority based on changing circumstances.

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[1] Douglas B. Reeves, *Assessing Educational Leaders*, Thousand Oaks, CA: Corwin Press, 2004, p. 19.
[2] Reeves, p. 20.
[3] Reeves, p. 20
[4] Reeves, p. 21
[5] Reeves, p. 23
[6] Reeves, p. 23

Effective Administrators are educational leaders who promote the success of all students and staff by…

▶ Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

▶ Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

▶ Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

▶ Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

▶ Acting with integrity, fairness, and in an ethical manner.

▶ Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

DIMENSIONS OF EFFECTIVE LEADERSHIP[7]

I. **Resilience**
   a. Demonstrates constructive reaction to disappointment and failure
   b. Shows willingness to admit error and learn from it
   c. Constructively handles disagreement with leadership and policy decisions
   d. Constructively handles dissent from subordinates
   e. Demonstrates explicit improvement of specific performance areas based on the previous leadership evaluation

II. **Personal Behavior**
   a. Integrity
   b. Emotional self-control
   c. Compliance with legal and ethical requirements in relationships with students and employees
   d. Tolerance of different points of view within the boundaries of the values and mission of the organization
   e. Organization, including calendar, desk, office, and buildings

III. **Student Achievement**
   a. Plans and sets goals for student achievement
   b. Focuses on all student achievement results
   c. Reports student achievement to students, parents, teachers, and other leaders
   d. Uses student achievement data to make instructional leadership decisions
   e. Understands student requirements and academic standards
   f. Understands present levels of student performance based on consistent assessments that reflect local and state academic standards
   g. Bases decisions in teacher assignment, course content, schedule, and student curriculum on specific needs for improved student achievement

IV. **Decision-Making**
   a. Maintains factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices
   b. Clearly identifies decision-making structure, including which decisions
   c. Links decisions to vision, mission, and strategic plan priorities
   d. Evaluates decisions for effectiveness and revises where necessary

V. **Communication**
   a. Two-way communication with students
   b. Two-way communication with faculty and staff
   c. Two-way communication with parents and community

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[7] Reeves, *Assessing Educational Leaders*, pp. 41-42.

VI.   Faculty Development
   a. Understands faculty proficiencies and need for further development
   b. Provides formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance

VII.   Leadership Development
   a. Helps develop strong assistant administrators, potential administrators, and leaders who are capable of immediately assuming leadership responsibility at the building or district level

VIII.   Time, Task, and Project Management
   a. Choices for time management reflect a focus on the most important priorities
   b. Completes projects are on schedule and within budget

XI.   Technology
   a. Demonstrates skill in the use of technology to improve teaching, learning, and communication

X.   Learning
   a. Demonstrates personal understanding of research trends in education and leadership
   b. Shows evidence of personal growth and learning

Note: The ten Dimensions of Effective Leadership meet the following three criteria in North East School District:

► The dimensions are within the control or direct influence of the leader.

► The dimensions are directly related to the district's mission and vision.

► The dimensions are subject to objective description so that whoever is evaluating the administrator has a clear and consistent understanding of what successful leadership in each dimension really means.

OVERVIEW OF ADMINISTRATOR EVALUATION PROGRAM

Dimensions of Effective Leadership

1. Resilience
2. Personal Behavior
3. Student Achievement
4. Decision Making
5. Communication
6. Faculty Development
7. Leadership Development
8. Time, Task, & Project Management
9. Technology
10. Learning

Track I New Administrator (Individual Development)	Track II Experienced Administrator (Professional Growth)	Track III Administrator Assistance

Who:
• Administrators with less than three years of leadership experience
• Administrators who have not held leadership positions previously in Pennsylvania
• Mandatory one year in Track I for experienced administrators new to district
Purpose:
• To ensure that Dimensions of Effective Leadership are understood, accepted, and demonstrated
• To provide support in implementing the Dimensions
• To provide accountability for decisions to continue employment
What:
• Formal and informal observations and evaluation of performance
• Portfolio of significant work (Optional)
• Reflection
• Mentor(s)
Method:
• Observation with feedback
• Completion of Leadership Matrix Self Evaluation
• Mid-Year and End of Year Evaluation
• Mentor support
	Who:
	• Experienced Administrators who are demonstrating the Dimensions of Effective Leadership
	Purpose:
	• To enhance professional growth
	• To improve student achievement
	• To provide feedback on professional issues
	• To focus on school improvement initiatives
	What:
	• Informal observations to assess Dimensions of Effective Leadership
	• Development of plan to implement district goals at building level
	Method:
	• Ongoing informal discussion of Administrator performance
	• Development of District/Building Goal Plan
	• Collaboration between Administrator and superintendent
	• Establishment of indicators of progress
	• Superintendent support of Administrator
	• Feedback to Administrator
	  • Completion of Leadership Matrix Self Evaluation
	  • Mid-Year and End of Year Evaluation
		Who:
		• Administrator in need of specific professional assistance in identified area(s) of the Dimensions of Effective Leadership
		Purpose:
		• To allow an Administrator the opportunity to seek assistance in any Dimension of Effective Leadership
		• To provide a more structured process for an Administrator who may benefit from more support
		• To provide due process for disciplinary action
		What:
		• Three phases
		  1. Awareness Phase
		  2. Assistance Phase
		  3. Disciplinary Phase
		Method:
		• Observation and feedback focused specifically on identified area(s) of needed improvement.

New Administrator Evaluation Process

Track I

Individual Development

OVERVIEW OF NEW ADMINISTRATOR EVALUATION PROCESS:

Dimensions of Effective Leadership

1. Resilience
2. Personal Behavior
3. Student Achievement
4. Decision Making
5. Communication
6. Faculty Development
7. Leadership Development
8. Time, Task, Project Management
9. Technology
10. Learning

Track I
Individual Development

Who:
- Administrators with less than three years of leadership experience
- Administrators who have not previously held leadership positions in Pennsylvania
- Mandatory one year in Track I for experienced administrators new to district

Purpose:
- To ensure that Dimensions of Effective Leadership are understood, accepted, and demonstrated
- To provide support in implementing the Dimensions
- To provide accountability for decisions to continue employment

What:
- Formal and informal observations, dialogue, and evaluation of performance
- Portfolio of significant work (Optional)
- Reflection
- Mentor(s)

Method:
- Observation with feedback
- Mid-Year and End-of-Year Evaluation
- Mentor support
  - Superintendent will assign mentor with input from administrative team.

NEW ADMINISTRATOR EVALUATION FRAMEWORK

PURPOSE:

The New Administrator Evaluation Framework will provide professional assessment guidelines to those Administrators who have less than three years of experience.

COMPONENTS:

TRACK I: Individual Development for Administrators in Years 1, 2, or 3

► **Formal Observation by Superintendent**

- o Once per semester

- o Use of the Leadership Performance Matrix

  - ▪ Administrator will present data to support implementation of district/building goals

  - ▪ Administrator will present data to support performance of the Dimensions of Effective Leadership

► **Informal Observation by Superintendent**

- o On-going throughout the year

► **Mentor Monitoring of Track I Administrator**

- o Weekly for all first year administrators

- o Monthly for second and third year administrators

- o Administrator and mentor meet and discuss administrative responsibilities

Exceptions may be made by the superintendent to place experienced administrators new to the district into Track II: Experienced Administrator Track at any time. Exceptions may be made by the superintendent to place an administrator into Track III: Administrator Assistance Track at any time.

Administrator Evaluation Process

Track II

Administrator Goal Plan
Experienced Administrator
Professional Growth

OVERVIEW OF ADMINISTRATIVE EVALUATION PROCESS: TRACK II: EXPERIENCED ADMINISTRATOR PROFESSIONAL GROWTH

Dimensions of Effective Leadership

1. Resilience
2. Personal Behavior
3. Student Achievement
4. Decision Making
5. Communication
6. Faculty Development
7. Leadership Development
8. Time, Task, Project Management
9. Technology
10. Learning

Track II
Experienced Administrator Professional Growth

Who:
- Experienced Administrators who are demonstrating the Dimensions of Effective Leadership

Purpose:
- To enhance professional growth
- To improve student achievement
- To provide feedback on professional issues
- To focus on school improvement initiatives

What:
- Formal and Informal observations to assess Dimensions of Effective Leadership
- Development of plan to implement district goals at the building level

Method:
- Ongoing informal discussion of administrator performance
- Development of District/Building Goal Plan
- Collaboration between administrator and superintendent
- Establishment of indicators of progress
- Superintendent support of Administrator
- Feedback to Administrator
  - ▶ Mid-year evaluation
  - ▶ End-of-year evaluation

District and Building Goal Plan
Framework for Development

A district or building goal plan will be developed by an individual administrator or a team of administrators. The plan may be one, two, or three years in length. By August 1 of each school year, all Track II Administrators will submit a completed Goal Plan to the superintendent. The superintendent will meet with the administrator(s) to review plans any time on or before August 15. In addition, the superintendent and administrator(s) will meet at mid-year to review progress on the plan. At the conclusion of the plan, a final summary appraisal will be completed. The superintendent and administrator may meet at any time to revise the plan.

District/Building Plan	Suggestion
What **format** will be used? Format could include:	Working with the superintendent, with peers, independently, or a combination of approaches
What is the **goal** of your District/Building Plan? Goals could include:	Building or district goals that result in the continuous improvement of student learning
What is the **timeline** for your plan? Time line could include:	1-year, 2-year or 3-year plan: include anticipated starting date of plan as early as spring of the previous year and no later than August 1 of the current year
What **methods/strategies** will be used? Methods/strategies could include:	Action research, peer coaching, video taping, self-assessment, mentoring, college courses, simulations, modeling, workshops, leadership academies, visitations days, conferences, classroom observations, administrator academies (Twenty-first Century Classroom, Governor's Institutes, PA Inspired Leadership, Classrooms of the Future, etc.)
What are the **indicators of progress?** Indicators of progress could include:	Professional portfolio, peer observation, administrator observations, parent responses, written curriculum, student responses, statistical measures and data sets, building-wide performance assessments, reflective journal entries, case study analysis, benchmarks, anecdotal records, periodic updates, other
What **resources/support** are needed? Resources/support could include:	Workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support, other

TRACK II EVALUATION FRAMEWORK

PURPOSE:

The Track II Evaluation Framework will provide professional assessment guidelines to those administrators with four or more years of experience.

COMPONENTS:

► District/Building Plan (Team or Individual; 1, 2, or 3 years)
   o Plan Approval
   o Mid-year Conference with the superintendent
   o Summary Appraisal

► Informal Observations by the superintendent of the dimensions of effective leadership
   o Resilience
   o Personal Behavior
   o Student Achievement
   o Decision Making
   o Communication
   o Faculty Development
   o Leadership Development
   o Time, Task, Project Management
   o Technology
   o Learning

District/Building Plans should be chosen to enhance your leadership in one or more of the dimensions.

District/Building Plans need to be submitted to the superintendent as early as the spring of the previous year and no later than August 1 of the year your plan begins.

If a District/Building Plan needs revision at any time, it can be adapted in collaboration with the superintendent.

North East School District
Administrator Goal Plan

Staff Member _____   Participants _____

Building _____   Subject _____ Length of Plan: ☐1 ☐2 ☐3 Years

Format _____

Dimensions:
☐ Resilience   ☐ Faculty Development
☐ Personal Behavior   ☐ Leadership Development
☐ Student Achievement   ☐ Time, Task, Project Management
☐ Decision Making   ☐ Technology
☐ Communication   ☐ Learning

Goal(s):
_____

Describe how this goal will improve student learning and leadership in your building:
_____

Year ☐1   ☐2   ☐3

Methods/Strategies:
_____

Indicators of Progress:
_____

Resources/Support Needed:
_____

Administrator(s) Signature (s)   Superintendent's Signature

_____   _____

_____

_____

Starting Date of Plan: _____   Today's Date: _____
**Deadline: No later than August 1ˢᵗ.

North East School District
Administrator Goal Plan

Administrator _____Participants _____

Building _____Subject_____ Length of Plan: 1   2   3 Years

Format _____

Dimensions:
_____ Resilience   _____ Faculty Development
_____ Personal Behavior   _____ Leadership Development
_____ Student Achievement   _____ Time, Task, Project Management
_____ Decision Making   _____ Technology
_____ Communication   _____ Learning

Goal(s):
_____
_____
_____

Describe how this goal will improve student learning and leadership in your building:
_____
_____
_____

Year 2

Methods/Strategies:
_____
_____
_____

Indicators of Progress:
_____
_____
_____

Resources/Support Needed:
_____
_____
_____

Administrator(s) Signature (s)   Superintendent's Signature

_____ _____

_____

Starting Date of Plan: _____ Today's Date: _____
**Deadline: No later than August 1st.

North East School District
Administrator Goal Plan

Administrator _____Participants _____

Building _____Subject_____ Length of Plan: 1   2   3 Years

Format _____

Dimensions:
_____ Resilience
_____ Personal Behavior
_____ Student Achievement
_____ Decision Making
_____ Communication

_____ Faculty Development
_____ Leadership Development
_____ Time, Task, Project Management
_____ Technology
_____ Learning

Goal(s):

_____
_____
_____

Describe how this goal will improve student learning and leadership in your building:

_____
_____
_____

Year 3

Methods/Strategies:

_____
_____
_____

Indicators of Progress:

_____
_____
_____

Resources/Support Needed:

_____
_____
_____

Administrator(s) Signature (s)   Superintendent's Signature

_____   _____

_____

Starting Date of Plan: _____   Today's Date: _____

***Deadline: No later than August 1st.

North East School District
Administrator Goal Plan
Conference Form

Directions: This form is for the superintendent's use to report conference findings after the **initial conference** to discuss the professional growth plan, after the **mid-year conference** to report progress on the professional growth plan, and at **the end of the year** to summarize what has been accomplished regarding the administrator goal plan.

Administrator _____ Participants _____

Building _____Subject _____Length of Plan: 1 2 3 Years

➡ **Initial Conference:**   Date: _____

Employee's Signature _____ Supt.'s Signature _____

➡ **Mid-Year Conference:**   Date: _____

Employee's Signature _____ Supt.'s Signature _____

➡ **End-Of-Year Conference/Summary Appraisal**   Date: _____

Employee's Signature _____ Supt.'s Signature _____

Administrator Evaluation Process

Track III

Administrator Assistance

OVERVIEW OF ADMINISTRATOR ASSISTANCE EVALUATION PROCESS: TRACK III

Dimensions of Effective Leadership

1. Resilience
2. Personal Behavior
3. Student Achievement
4. Decision Making
5. Communication

6. Faculty Development
7. Leadership Development
8. Time, Task, Project Management
9. Technology
10. Learning

Track III
Administrator Assistance

Who:
- Administrators in need of specific professional assistance in identified area(s) of the Dimensions of Effective Leadership

Purpose:
- To allow an administrator the opportunity to seek assistance in any dimension
- To provide a more structured process for an administrator who may benefit from more support
- To provide due process for disciplinary action

What:
- Three phases
  1. Awareness Phase
  2. Assistance Phase
  3. Disciplinary Phase

Method:
- Observation and feedback focused specifically on identified area(s) of needed improvement.

ADMINISTRATOR ASSISTANCE TRACK FRAMEWORK

PURPOSE

The Administrator Assistance Track will provide a good faith effort to support and guide the administrator to meet the expectations set forth in the North East School District's Dimensions of Effective Leadership. The Administrator Assistance Track has three purposes:

1. To allow an administrator the opportunity to seek assistance in any of the District's Dimensions of Effective Leadership

2. To create a more structured process for an administrator who by the determination of the superintendent, may benefit from more support, and/or

3. To provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the administrator and the superintendent that the administrator needs assistance with one or more of the North East School District's Dimensions of Effective Leadership. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. *

Track III, Administrator Assistance Track, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Track, confidentiality is expected of all participants. Track III consists of three phases:

1. AWARENESS PHASE

2. ASSISTANCE PHASE

3. DISCIPLINARY PHASE

IMPORTANT NOTE: If the system has been designed properly and a spirit of professional assistance is guiding the interventions and the relationships within this track, then the administrator who has been placed in the assistance program will never reach this third phase.

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

* If participation in this track is self-initiated, the administrator will submit forms and retain documentation. If the administrator is assigned to this track by the superintendent, the district will retain documentation and provide a copy to the administrator.

ADMINISTRATOR ASSISTANCE TRACK

AWARENESS PHASE

1. The superintendent and the administrator identify a concern in writing. (**Identification of Concern Form**)

2. The superintendent and the administrator set up a specific time to collaborate and attempt to resolve the concern, within a reasonable time not to exceed 30 working days.

3. At the conclusion of the Awareness Phase, the superintendent will review the administrator's progress and will make one of the following recommendations: (**Awareness Phase – Summary Form)**

   ► The administrator returns to Track I, Individual Development or Track II, Experienced Administrator Professional Growth, or

   ► The administrator remains in the Awareness Phase for another period of time not to exceed 30 days.

   ► In the event the concern is not resolved or is a disciplinary issue, the administrator is placed into either the Assistance Phase or Disciplinary Phase of Track III.

North East School District
Administrator Assistance Track

Awareness Phase: Identification of Concern Form

Administrator: _____ Date:_____

Check Appropriate Category (ies):

_____Resilience	_____Faculty Development
_____Personal Behavior	_____Leadership Development
_____Student Achievement	_____Time, Task, Project Management
_____Decision Making	_____Technology
_____Communication	_____Learning

Specific Concerns:

_____
_____
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_____
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_____
_____
_____

Next Meeting Date: _____

Administrator's Signature: _____

Superintendent's Signature: _____

Starting Date of Plan: _____Ending Date of Plan: _____

North East School District
Administrator Assistance Track

Awareness Phase: Summary Form

Administrator: _____Date: _____

Specific Concerns:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Administrative Suggestions:

_____
_____
_____
_____
_____

Administrative Recommendation(s):

❑ Awareness Phase

❑ Professional Growth Phase: ☐ Track I   ☐ Track II

❑ Assistance Phase

❑ Disciplinary Phase

Next Meeting Date: _____

Administrator's Signature: _____

Superintendent's Signature: _____

North East School District
Administrator Assistance Track

ASSISTANCE PHASE

1. Review the recommendations from the Awareness Phase.

2. A specific plan will be developed which includes: (**Plan of Assistance Form**)

    ► Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound (S.M.A.R.T.)
    ► Strategies for resolution of the concern
    ► Timelines
    ► Indicators of progress
    ► Resources and support needed

3. The superintendent and the administrator will set a specific time to review what progress has been made. (**Plan of Assistance Progress Form**)

4. One of the following recommendations will be made upon reviewing the administrator's progress:(**Final Summary Form**)

    ► The concern is resolved and the administrator is returned to Track I or Track II, or
    ► The administrator remains in the Assistance Phase with revised goals and timelines as specified in the Plan of Assistance Form, or
    ► The concern is not resolved and the administrator is moved into the Disciplinary Phase.

North East School District
Administrator Assistance Track

Assistance Phase: Plan of Assistance Form

Staff Member: _____Date: _____

Check Appropriate Category (ies):

_____Resilience	_____Faculty Development
_____Personal Behavior	_____Leadership Development
_____Student Achievement	_____Time, Task, Project Management
_____Decision Making	_____Technology
_____Communication	_____Learning

Specific Concerns:
_____
_____
_____
_____
_____

Plan (Methods/Strategies):
_____
_____
_____
_____

Proposed Timeline:
_____

Indicators of Progress:
_____
_____

Resources/Support Needed:
_____
_____

Next Meeting Date: _____

Administrator's Signature:_____

Superintendent's Signature_____

North East School District
Administrator Assistance Track

Assistance Phase: Plan of Assistance Progress Form

Administrator: _____ Date: _____

_____First Meeting _____Second Meeting _____Third Meeting

Plan:

_____
_____
_____
_____
_____
_____

Resources and Strategies Used to Date:

_____
_____
_____
_____

Indicators of Progress:

_____
_____
_____
_____

Concerns:

_____
_____
_____
_____

Next Meeting: _____

Administrator's Signature: _____

Superintendent's Signature: _____

North East School District
Administrator Assistance Track

Assistance Phase: Final Summary Form

Staff Member: _____ Date: _____

Plan:
_____
_____
_____
_____
_____
_____
_____

Resources and Strategies Used to Date:
_____
_____
_____
_____

Indicators of Progress:
_____
_____
_____

Resources/Support Utilized to Date:
_____
_____
_____

Concerns:
_____
_____
_____

Administrative Recommendation(s)
_____**Professional Growth Phase**   _____**Assistance Phase**   _____**Disciplinary Phase**

Administrator's Signature: _____

Superintendent's Signature: _____

North East School District
Administrator Assistance Track

DISCIPLINARY PHASE

1. The ADMINISTRATOR may be placed in the Disciplinary Phase because of, but not limited to:

   Failure to meet the Dimensions for Effective Leadership at a satisfactory level after being in the Assistance Phase

2. The Disciplinary Phase begins with a meeting between the administrator and superintendent.

3. The superintendent will identify in writing the specific Dimension(s), rule, or policy in violation. (**Notice of Intensive Assistance and Placement into Disciplinary Phase Form**) The administrator will be given an opportunity to respond in writing. Following the discussion, the superintendent will indicate the next steps to be taken, such as:
   ► A specific remedial plan with timeline
   ► Placement of the administrator on paid or unpaid administrative leave
   ► Requirement of specific training or evaluation by a professional
   ► Recommendation for non-renewal of contract

4. This Disciplinary Phase only addresses ongoing performance concerns not corrected by the administrator under either the Awareness Phase or the Assistance Phase.

5. The Disciplinary Phase is not intended as a restriction on the District's right to take appropriate disciplinary action for administrator misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

North East School District
Administrator Assistance Track

Notice of Intensive Assistance and Placement into Disciplinary Phase

TO: _____
(Administrator)

FROM: _____
(Superintendent)

DATE: _____

This notice indicates that you are not currently meeting North East School District's dimensions of effective leadership. Failure to meet these dimensions may cause you to receive an unsatisfactory rating. It is important that we meet to develop an Intensive Assistance Plan. Please schedule a meeting with me within three working days.

Dimensions of Effective Leadership In Need of Improvement
Below you will find the dimension(s) of effective leadership in need of improvement at this time. At our upcoming meeting, we will identify the specific areas of concern within the dimension needing improvement.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

CC: Administrator, Superintendent

North East School District
Administrator Assistance Track

Intensive Assistance Conference Record

The superintendent will meet with the administrator to develop an intensive assistance plan.

Name_____ Department_____
Assignment _____ Date _____

Conference Attendees in Addition to the Principal and Employee:
_____

Procedures:
1. Review Notice of Intensive Assistance/Disciplinary Phase

2. Identification of concern(s) related to Dimensions of Effective Leadership:
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

3. Development of Action Plan to Address the Identified Concerns Related to the Dimensions of Effective Leadership (See attached document.)

4. Signatures of administrator and superintendent documenting that a discussion of the concern(s) has occurred, an assistance plan has been developed, and dates to review the effectiveness of the action plan have been established.

I acknowledge the district's offer to provide intensive assistance. I understand that if I reject the offer of intensive assistance, I may be dismissed.

_____   _____
        Signature of Administrator   Signature of Superintendent
_____   _____
                 Date   Date

North East School District
Administrator Assistance Track

Intensive Assistance Action Plan

Name _____Department_____

Position _____ Date _____

Dimension of Effective Leadership in Need of Improvement:

_____

Specific Needs	Strategies for Improvement	Resources/Support	Timelines	Review of Progress

Intensive Assistance Action Plan Continued

Specific Needs	Strategies for Improvement	Resources/Support	Timelines	Review of Progress

North East School District
Administrator Assistance Track
Superintendent's Recommendation

After a reviewing the implementation of the Intensive Assistance Action Plan developed for _____, the superintendent recommends the following:

_____1. The concern has been resolved.

- Administrator is removed from the Administrator Assistance Track III.

- Administrator is reassigned to Track I or Track II.

- Superintendent's Recommendation Form will be placed in administrator's file.

_____2. The concern has not been resolved.

- Administrator will continue in the Administrator Assistance Track III for an additional period of time to be determined by the superintendent.

- The Intensive Assistance Action Plan will be reviewed, amended, extended, or expanded as required to address continuing concerns.

- Superintendent's Recommendation Form will be placed in the staff member's file.

_____3. The concern has not been resolved.

- The superintendent recommends the administrator for termination.

- Superintendent's Recommendation Form will be placed in administrator's file.

_____   _____
Administrator's Signature   Superintendent's Signature

_____   _____
Date   Date

Signatures verify that the administrator is aware of the superintendent's recommendation. The signature does not denote that the administrator agrees.

North East School District
Administrator Assistance Track

Disciplinary Phase
Administrator Response Form

Administrator _____ Date _____

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Administrator's Signature: _____

Superintendent's Signature: _____

Appendix A

Guidelines for Making an Incompetence Case

Professional Code of Conduct

Dimensions of Effective Leadership Matrices

Guidelines for Making an Incompetence Case

Guidelines for understanding the requirements and the protections that are a part of making an incompetence case against an administrator are:

► The district must define as clearly as possible the nature and the pattern of the administrator's incompetence.

► The district must establish a record of factual evidence to support the claim of a continuing pattern of the administrator's incompetence.

► The district should consult with its attorney to determine if evidence gathered is sufficient to sustain a charge of incompetence in view of applicable state legal standards.

► The district should consider explanations of facts that may be used in the administrator's defense, such as differences in educational philosophy, difficult working conditions, prejudice against the administrator, and failure to allow adequate opportunity for remediation.

► The district, whenever possible, must make a good faith effort to provide adequate warning of undesirable behavior or incompetence through official remediation notices.

► The district must ensure that desired behavior and practices are substantially related to reasonable expectations in administrator performance.

► The district must ensure that all investigation efforts and evidence gathering has been conduced fairly and objectively.

► The district must be convinced of the seriousness of the charges against the administrator and be prepared to bear the burden of proof in making the case.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a)   Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the ADMINISTRATOR Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b)   This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a)   Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b)   Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a)   Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

    (1)   Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(l), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(l), (2) and (4» and this chapter.

    (2)   Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

    (3)   Professional educators shall maintain high levels of competence throughout their careers.

    (4)   Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

    (5)   Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

    (6)   Professional educators shall impart to their students principles of good citizenship and societal responsibility.

    (7)   Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

    (8)   Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9)   Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10)   Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a)   The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b)   The professional educator may not engage in conduct prohibited by:
   (1)   The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
   (2)   The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c)   Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1)   Accept employment, when not properly certificated, in a position for which certification is required.

(2)   Assist entry into or continuance in the education profession of an unqualified person.

(3)   Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1)   Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling

condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2)   Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1)   Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2)   Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1)   Knowingly and intentionally distort or misrepresent evaluations of students.

(2)   Knowingly and intentionally misrepresent subject matter or curriculum.

(3)   Sexually harass or engage in sexual relationships with students.

(4)   Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1)   Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2)   Knowingly and intentionally distort evaluations of colleagues.

(3)   Sexually harass a fellow employee.

(4)   Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5)   Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576

Dimensions of Effective Leadership

1.0 Resilience

Leadership Dimension	Exemplary (System-wide Impact)	Proficient (Local Impact)	Not Meeting Standards
1.1 Constructive reaction to disappointment and failure	Public reports, including accountability documents, plans, and oral presentations, consistently include frank acknowledgment of prior personal and organizational failures, and clear suggestions for system-wide learning resulting from those lessons.	Generally acknowledges personal and organizational failures.	Defensive and resistant to acknowledgment of error.
1.2 Willingness to admit error and learn from it	Consistently shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. Builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.	Generally admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non-defensive attitude in accepting feedback and discussing errors and failures.	Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes.
1.3 Constructively handles disagreement with leadership and policy decisions	In disagreements with policy and leadership decisions, is consistently able to articulate the disagreement and advocate for a point of view based on the best interests of the organization and is willing to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	Generally accepts and implements leadership and policy decisions.	Ignores or subverts executive and policy decisions that are unpopular or distasteful.

1.4 Constructively handles dissent from subordinates	The principal consistently creates constructive contention, assigning roles if necessary to deliberately generate multiple perspectives and consider different sides of important issues. Recognizes and rewards thoughtful dissent. Uses dissenting voices to learn, grow, and, where appropriate, acknowledge the leader's error. Encourages constructive dissent, in which multiple voices are encouraged and heard, and the final decision is made better and more broadly supported as a result.	The principal generally uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions.	Dissent is absent due to a climate of fear and intimidation.
1.5 Explicit improvement of specific performance areas based on the previous leadership evaluation	Consistently, previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities. The influence of previous evaluations has an impact not' only on the leader, but on the entire organization.	Generally, previous evaluations are explicitly reflected into projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.

2.0 Personal Behavior			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local Impact)*	*Not Meeting Standards*
2.1 Integrity	This leader consistently meets commitments-verbal, written, and implied-without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.	The leader generally meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for meeting commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.
2.2 Emotional self-control	The leader possesses complete self-control, even in the most difficult and confrontational situation, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.	The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situation with emotional intelligence, empathy, and respect.	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.
2.3 Compliance with legal and ethical requirements in relationships with employees	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.	No instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law.	Violates-even just one time-the legal and policy requirements for the relationship between leaders and employees.

2.4 Compliance with legal and ethical requirements in relationship with students	Consistently sees leadership as an opportunity to teach faculty and students respect for one another, creating a climate for mutual trust and respect. Builds in all employees and faculty members an environment in which student safety is paramount, and inappropriate contact with students never occur.	Generally meets all legal requirements for student contact and takes swift and appropriate actions when inappropriate contact between employees and students has been detected.	Failure to protect student safety by permitting or engaging in inappropriate contact with students.
2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization	Actively seeks differences in perspective, encouraging difference scenarios and curricula in the context of academic standards. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals...	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements.	Suppresses other points of view and discourages disagreement or divergent thinking.
2.6 Organization, including calendar, desk, office, and building(s)	Consistently maintains a daily prioritized task list that can be spontaneously produced at any time. Clean desk, with highest priority work on the desk and other work in pending files. Calendar is openly available, free of conflicts, focused on the priorities of the leader and the organization. The building is spotless and reflects the leader's commitment to a personal sense of pride. Every administrator's and teacher's desk is clean, calendars are consistent, task lists are visible and in priority order. Grounds, buildings, restrooms, lounges, public areas, and especially classrooms reflect the leader's sense of dignity, order, and decorum.	Personal work space is flawlessly organized, with a daily prioritized task list and up to date calendar generally available.	Messy desk, no task list, outdated calendar, The building, public areas, classrooms, and other physical facilities are a mess.

3.0 Student Achievement			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local Impact)*	*Not Meeting Standards*
3.1 Planning and goal setting for student achievement	Consistently shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.	Goals and strategies generally reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	The goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.
3.2 Student achievement results	Consistent record of improved student achievement on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective intervention, and reports improved results.	The leader generally hits the numbers, meeting performance goals for student achievement. The average of the student population improves as does the achievement of each group of students who have previously been identified as needing improvement.	Indifferent to the data, this leader blames students, families, and external characteristics. This leader does not believe that student achievement can improve. This leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

3.3 Student achievement reporting to students, parents, teachers, and other leaders	Reports at all levels consistently extend far beyond the report card and include standards achievement reports, detailing student performance on the most important standards including "power standards" identified by teachers as those most related to student performance at the next instructional level. Faculty meetings and professional development meetings are consistently focused on the locally produced academic reports, and there is clear evidence of changes in leadership, teaching, and curriculum as a response to these analyses. Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased.	Student achievement reports generally include not only traditional report cards and grades, but also standards achievement reports, detailing student performance on standards, as a part of each reporting period.	Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher's individual discretion.
3.4 Use of student achievement data to make instructional leadership decisions	There is very clear evidence of the use of data from state, district, building, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The leader consistently shares with other leaders and teachers both successes and failures based on local data analysis. The data wall is the focal point of both formal and informal leadership and faculty discussions.	Clear evidence of changes in curriculum, teaching, and leadership based on data. Data wall in evidence and both leader and teachers refer to it in order to inform instructional decisions.	Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data screams "change!" and the leader's actions say, "everything is just fine."

3.5 Understanding of student requirements and academic standards	The power standards are consistently used and shared with other buildings. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.	Each academic standard has been analyzed and translated into student-accessible language. Power standards are generally shared by faculty members and visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or indifferent to decisions in the classroom that are at variance from the requirements of academic standards.
3.6 Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards	There is consistent evidence of decisive changes in teacher assignments and curriculum based on student performance data. Case studies of effective and ineffective decisions are shared widely with other leaders and throughout the district.	There is some evidence of specific changes based on student performance data.	Leader is indifferent to the need for change-unable or unwilling to make difficult decisions.
3.7 Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement	The leader consistently uses multiple data sources, including state, district, school, and classroom assessments, and has at least 3 years of data. The leader systematically examines data to find strengths and challenges. The leader empowers teaching and administrative staff to draw inferences from data. Data insights are consistently the subject of faculty meetings and professional development sessions. The leader consistently documents decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.	The leader generally uses multiple data sources, including state and district assessments, and has at least 2 years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader generally specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.	The leader is unaware of or indifferent to the data.

4.0 Decision Making			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local Impact)*	*Not Meeting Standards*
4.1 Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicate the success of this school leader.	The records of decision making generally reflect a clear reliance on state and district student achievement data.	Data are rarely used for decisions and the predominant decision-making methodology is either a popularity context or an imperial mandate from the leader.
4.2 Clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from	All stakeholders understand the difference between decision-making levels, where Level I represents a staff decision by consensus or majority, Level II represents a staff input that will significantly influence leadership decisions, and Level III represents a unilateral leadership decision. The leader consistently uses data in such a compelling way that the vast majority of decisions are Level I decisions. Staff surveys reflect a staff feeling of empowerment and personal responsibility for organizational success.	The leader generally clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.	The leader lurches from autocracy to democracy with no clear method, demoralizing and bewildering the staff.

the staff, and which decisions are made by the leader alone			
4.3 Decisions linked to vision, mission, and strategic priorities	The vision, mission, and strategic priorities of the leader and the organization are always visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.	The decisions of the leader are in agreement with the vision, mission, and strategic priorities of the organization.	The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.
4.4 Decisions evaluated for effectiveness and revised where necessary	The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are reevaluated in light of the most current data. There is a culture of "honest bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a good record of evaluating and revising decisions based on new information.	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone. There is little or no evidence of reflection and reevaluation of previous decisions.

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5.0 Communication			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local lmpact)*	*Not Meeting Standards*
5.1 Two-way communication with students	The leader goes to exceptional lengths to listen to students. The listening strategies may include surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	The leader knows students, generally greets students, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	The leader does not know students, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader's name or recognize the leader on sight.
5.2 Two-way communication with faculty and staff	The leader actively listens to the faculty and staff.	Faculty meetings include open discussions with two-way discussions. Faculty members generally have the opportunity for one-to-one meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.	Faculty meetings consist of the reading of announcements with little or no interaction.
5.3 Two-way communication with parents and community	Clear evidence of consistent parent and community-centered communication that may include open forums, focus groups, surveys and personal visits and use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance take into consideration parent and community concerns.	Conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, e-mail, Web sites) where appropriate. Clear evidence of decisions based on input from parent and community members.	Parents and community members have little or no role in offering input in leadership decisions.

6.0 Faculty Development			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local Impact)*	*Not Meeting Standards*
6.1 Understanding of faculty proficiencies and needs for further development	The leader not only supports but actively empowers the creation of faculty developed Professional Growth Plans which are linked to the educational needs of the students. The leader models personal professional development to demonstrate a commitment to lifelong learning. The leader shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.	The leader supports professional growth plans linked to the educational needs of students and encourages professional development activities reflect the prioritized needs of these plans.	The leader is not actively engaged in monitoring professional growth plans.
6.2 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	The leader consistently uses creative ways of feedback to motivate teachers. Examples may consist of nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the leader's positive reinforcement. Performance by individuals and the organization as a whole reflects the leader's focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and organization-wide recognition. *Add: The leader always identifies critical employee performance weakness(es), sets written expectations for improvement within a specified time period, and recommends dismissal if employee does not demonstrate significant performance improvement after a specified/reasonable time has elapsed.*	The leader generally provides formal feedback and provides informal feedback to reinforce good performance and highlight the strengths of colleagues. Feedback is explicitly linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance. *Add: The leader usually identifies critical employee performance weakness(es), sets written expectations for improvement within a specified time period, and recommends dismissal if employee does not demonstrate significant performance improvement after a specified/reasonable time period.*	Formal feedback is formulaic and unspecific. Informal feedback is rare and more likely to be associated with negative than positive behavior. *Add: The leader makes no significant effort to identify critical employee performance weakness(es), and develop a plan for improvement.*

7.0 Leadership Development

Leadership Dimension	Exemplary (System-wide Impact)	Proficient (Local Impact)	Not Meeting Standards
7.1 Strong assistant administrators, potential administrators and leaders who are capable of immediately assuming leadership responsibility in this school or other buildings	The principal always recognizes potential leaders who are ready to assume leadership responsibilities. The leader has already established a track record of placing former mentees in positions of leadership. The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the leader's personal span of leadership.	The often recognizes potential leaders and mentors them as they assume leadership roles.	The principal rarely mentors others into assuming leadership roles.

8.0 Time/Task Project Management

Leadership Dimension	Exemplary (System-wide Impact)	Proficient (Local Impact)	Not Meeting Standards
8.1 Choices for time management reflect a focus on the most Important priorities	The leader consistently prioritizes tasks daily, delegates tasks in a manner that uses the skills and creative energies of building staff to the highest potential and creates innovative schedules to maximize time and resources to achieve building and district goals.	The leader regularly prioritizes tasks to reflect school and district goals.	The leader does not effectively prioritize daily tasks.

8.2 Completion of projects on schedule and within budget	In addition to meeting the criteria for proficient performance, the leader consistently saves resources of time and money for the organization and proactively redeploys those resources to help the organization achieve its strategic priorities.	The leader has a documented history of managing complex projects, meets deadlines, and keeps budget commitments.	The leader has little or no record of keeping commitments for schedules and budgets.

9.0 Technology			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local Impact)*	*Not Meeting Standards*
9.1 Demonstrated use of technology to improve teaching and learning	In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation for school and community. The links between technology implementation and learning success are clear. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.	The leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.	The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.
9.2 Personal proficiency in electronic communication	In addition to the skills required of the proficient leader, the leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.	Personally uses e-mail, word processing, spreadsheets, presentation software, data bases, and district software. Personal study and professional development reflect a commitment to continued learning.	Little or no evidence of using current technology or taking personal initiative to learn new technology.

10.0 Learning			
Leadership Dimension	*Exemplary (System-wide Impact)*	*Proficient (Local Impact)*	*Not Meeting Standards*
10.1 Personal understanding of research trends in education and leadership	The principal consistently reads educational research, attends professional conferences, and is involved with peer administrators in educational initiatives. In addition, the principal consistently shares this knowledge as the educational leader in the building.	The principal generally reads educational research, attends professional conferences, and is involved with peer administrators in educational initiatives. In addition, the principal generally shares this knowledge as the educational leader in the building.	The principal does not generally evidence of personal learning and research.
10.2 District/Building Goal Plan	The leader approaches every professional development opportunity with a view toward improving many aspects of the school educational program. increasing student achievement. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.	Engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.	This leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that "This really is not worth my time." When the leader does engage in personal professional development, it is likely to be a national conference selected for its location rather than its content or the strategic relationship to organizational needs.

North East School District
Administrator Evaluation Task Force

Glen Zewe, Principal.. North East Intermediate School

Jennifer Ritter, Assistant Principal .... North East Middle School

Judith Miller, Superintendent.. North East School District