

ROCHESTER CITY SCHOOL DISTRICT

CIA/S
ASAR
Handbook
for the
Supervision
And
Evaluation
of
Administrators

CIA/S PANEL

2017-2018

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|----------------------|--|
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CIA/S ASAR

PROCESS FOR THE SUPERVISION AND EVALUATION OF



ADMINISTRATORS

PROCESS FOR THE SUPERVISION AND EVALUATION OF ADMINISTRATORS

INTRODUCTION

If administrators are to fulfill their responsibility for meeting the educational and developmental needs of students, they face a number of challenges. They must lead as well as manage and they must initiate action and respond to problems. These challenges are complex and include such diverse activities as implementing new state or federal legislation, leading educational reform, and helping to resolve explosive family conflicts. There is no one simple definition of “school administrator.” Nor is there one basic set of skills that equips administrators for success. Clearly, technical skills alone are not enough; nor are a complete reliance on content knowledge adequate. Instead, professional performance depends on the application of knowledge and skills that are organized in a useful way, preferably into work-relevant patterns that allow for both effectiveness and efficiency.

The standards for work performance for our District’s administrators, whether tenured or non-tenured, are defined by the following Professional Expectations: 1) Shared Vision of Learning; 2) School Culture and Instructional Program; 3) Safe, Efficient, Effective Learning Environment; 4) Community; 5) Integrity, Fairness, Ethics; and 6) Political, Social, Economic, Legal and Cultural Context and other. These Professional Expectations are further outlined on the Administrative and Supervisory Personnel Performance Evaluation (Form 4 or 5). These do not change as administrators gain experience. Rather, they set the stage for the work of administrators throughout their careers with the Rochester City School District. The domains should not be considered in isolation, instead they should be considered collectively as they relate to each goal and define the entire body of the work of the administrator.

Together, the Professional Expectations and the levels of performance underscore our most important task -- the improvement of student performance.

RATIONALE

All administrators will be evaluated by their direct supervisor annually. Non-tenured administrators who were appointed prior to July 1st, 2015, serve a three year probationary period. Those appointed after June 30th, 2015 serve a four year probationary period. In order for principals to be granted tenure, he or she shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c and/or 3012-d of either effective or highly effective in at least three (3) of the four (4) preceding years and if the building principal receives an ineffective composite or overall rating in the final year of the probationary period he or she shall not be eligible for tenure at that time.

PROCESS

Steps in the process for supervising and evaluating an administrators’s performance must be consistent and precise to assure that both the supervisor and the administrator have a mutual understanding of the procedures. Procedural compliance is an important ingredient in the evaluation process.

It is the responsibility of each supervisor to assure that the annual evaluation process of all administrators in buildings, program, or on assignment is completed in a timely fashion. The success of the procedure depends on the positive commitment of every District administrator.

The evaluation process for Administrators will be multifaceted and include the following:

- ◆ Goals, Measurable Objectives, Evaluation Criteria (*Form 1*)
- ◆ Self-Evaluation (*Form 2*)
- ◆ Tenure - Year Summary (*Form 3, if needed for tenure*) – needs to be completed 60 days prior
- ◆ Tenured and Nontenured Administrators Manager Evaluation (*Form 4*)
- ◆ Evidence of work

STEPS

1. The entire review process is to be completed prior to **September 1st** of the following school year for which the evaluation is measured as stated in the 12/2016 APPR agreement.
2. All administrators will receive a copy of this document, ***CIAS ASAR Handbook for the Supervision and Evaluation of Administrators***, from their direct supervisor by the **first Friday in October**. All documents contained in this manual are located in ePerformance.
3. Every administrator will complete and enter the Goals, Measurable Objectives, Evaluation Criteria into ePerformance by the **first Friday in November**.
4. The direct supervisor may request a meeting to discuss goals entered with the administrator by the **third Friday in November**. Goals will be established cooperatively by the administrator being evaluated and the direct supervisor, acknowledged by the direct supervisor, and will be reviewed during and at the completion of the annual evaluation process.
5. For building level administrators, the direct supervisor will schedule informal school visitations with their School Chief throughout the year. For CASES, the Zone Director will schedule informal visitations with the Executive Director of Specialized Services.
6. The direct supervisor should review the progress being made by the staff member toward meeting their PIP (Principal Improvement Plan) or goals throughout the year. If administrative performance is not of the quality expected, an appropriate due process plan of written action will be initiated by the direct supervisor to identify and correct deficiencies. A report of ineffective performance is required to be filed with Human Capital Initiatives by the direct supervisor whenever it is appropriate.
7. Submit names for any administrator with an **ineffective/developing** rating to Human Capital Initiatives and ASAR no later than **April 1st**. Administrators should be notified prior to **April 1st**.
8. The administrator should complete the Self-Evaluation located in ePerformance by the **second Friday in July**. The administrator should schedule a meeting with his/her direct supervisor to discuss the progress being made toward reaching the stated goals.
9. The administrator will discuss his / her Manager Evaluation Form #4 with their direct supervisor by the **first Friday in August**.

TIMELINE

| | |
|--|---|
| By the first Friday in October | <ul style="list-style-type: none"> ◆ A copy of the evaluation form is presented to all administrators. Process and timelines are discussed with the direct supervisor. |
| By the first Friday in <u>November</u> | <ul style="list-style-type: none"> ◆ Goals, Measurable Objectives, Evaluation Criteria Form (#1) is submitted through ePerformance. |
| By the third Friday in <u>November</u> | <ul style="list-style-type: none"> ◆ A meeting to discuss goals is scheduled or a written response is provided by the direct supervisor. |
| Throughout the evaluation period | <ul style="list-style-type: none"> ◆ Informal visitations are scheduled with the direct supervisor. ◆ Progress toward stated goals is reviewed by the administrator. ◆ When appropriate, due process plan of action is initiated by direct supervisor. |
| No later than <u>April 1st</u> | <ul style="list-style-type: none"> ◆ Names of administrators with “developing” or “ineffective” are submitted to Human Capital Initiatives. |
| By the second Friday in <u>July</u> | <ul style="list-style-type: none"> ◆ Self-Evaluation Form (#2) is completed and submitted through ePerformance. ◆ The administrator schedules a meeting to discuss progress toward meeting stated goals with the direct supervisor. |
| <u>60 days</u> prior to tenure date | <ul style="list-style-type: none"> ◆ If completing the tenure year, the Tenure Summary Form (#3) is completed and submitted through ePerformance. |
| By the first Friday in <u>August</u> | <ul style="list-style-type: none"> ◆ The Manager Evaluation Form (#4) is completed in ePerformance by direct supervisor. ◆ The Manager Evaluation Form (#4) is discussed with the direct supervisor. |

*Timeline for Observation for Principals – See APPR agreement approved 12/2016 (page 1 – Principal School Visit (Observation) Component).

*Also note; we have received an approval for waiver of Independent Evaluator for 2016-2017 school year.

Due by first Friday in November

FORM 1

Annual Professional Performance Review

Goals, Measurable Objectives, Evaluation Criteria Proposal

Name _____ Direct Supervisor _____

Work Location _____ Position _____

Please identify your primary goals and objectives in **ePerformance** for the school year. Your goals should be related to District benchmarks, professional expectations for administrators, and your school or department improvement efforts. In order to facilitate this process in a timely manner, develop a plan of action that includes the following steps:

- ♦ Identify goals that support the instructional or organizational efficacy of your school or department.
- ♦ State specific measurable objectives for each goal (include strategies/activities).
- ♦ Design an accompanying evaluation plan to measure the degree to which each of the goals will be met.

Due by 2nd Friday in July

FORM 2

SELF – EVALUATION

For Administrative and Supervisory Personnel Performance Evaluation

This form is to be completed in **ePerformance** by the administrator being evaluated. Please complete this questionnaire in ePerformance by 2nd Friday in July. This information will assist in completing your evaluation.

Directions: Please list the activities in which you are or have been engaged this year, noting any special functions you may have performed.

1. Work on school-wide committees:

2. Work on system-wide committees:

3. Membership and work in professional organizations:

4. In-service training activities (in which you have participated and/or led including District and non-District, building based or departmental activities, etc):

5. Additional information that you would like to share with your supervisor:

Due by 2nd Friday in July

FORM 2

SELF-EVALUATION (continued)

Describe the progress you have made towards achieving your goals:

What has changed in your school or department as a result of progress towards achieving your goals?

Due by 2nd Friday in July

FORM 2

SELF - EVALUATION (continued)

Direction: Using the multidimensional rubric, please provide evidence of the progress you have made in working towards and meeting your goals and objectives as they relate to the following professional expectations for administrators. Be sure these are completed in **ePerformance**.

| |
|--|
| Domain 1 - Shared Vision of Learning: |
| Domain 2 - School Culture and Instructional Program: |
| Domain 3 - Safe, Efficient, Effective Learning Environment: |
| Domain 4 - Community: |
| Domain 5 - Integrity, Fairness, Ethics: |
| Domain 6 - Political, Social, Economic, Legal and Cultural Context (Principals ONLY): |
| Domain 7 – Other: Goal Setting and Attainment (Principals ONLY): |

Due by 2nd Friday in July

FORM 3

**TENURE – YEAR SUMMARY
Administrator Profile**

Use this form if this is your tenure year.

Please complete in ePerformance for your direct supervisor to review by the second Friday in July.

Administrator Tenure Review – Evaluation Document Aligned to the Multidimensional Principal Performance Rubric.

To facilitate the administrator tenure review process, complete this form in ePerformance by describing the evidence and impact of your leadership that relate to the specific MPPR domains. Include references to your portfolio along with attendance and course completion data that support your goals.

Date: _____

Name: _____

School: _____

| MPPR Domain | Evidence and Impact |
|---|---------------------|
| <p>Domain 1 – Shared Vision of Learning</p> <p>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <ul style="list-style-type: none"> • Culture • Sustainability | |
| <p>Domain 2 – School Culture and Instructional Program</p> <p>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <ul style="list-style-type: none"> • Culture • Instructional Program • Capacity Building • Sustainability • Strategic Planning Process | |

| | |
|---|--|
| <p>Domain 3 - Safe, Efficient, Effective Learning Environment</p> <p>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <ul style="list-style-type: none"> • Capacity Building • Culture • Sustainability • Instructional Program | |
| <p>Domain 4 - Community</p> <p>An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <ul style="list-style-type: none"> • Strategic Planning Process • Culture • Sustainability | |
| <p>Domain 5 - Integrity, Fairness, Ethics</p> <p>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <ul style="list-style-type: none"> • Sustainability • Culture | |
| <p>Domain 6 - Political, Social, Economic, Legal and Cultural Context (Principals ONLY)</p> <p>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p> <ul style="list-style-type: none"> • Sustainability • Culture | |
| <p>Domain 7 - Other: Goal Setting and Attainment (Principals ONLY)</p> <ul style="list-style-type: none"> • Uncovering Goal Setting • Strategic Planning • Taking Action • Evaluating Attainment | |

Due in ePerformance by the **first Friday** in August.

MANAGER EVALUATION

PROFESSIONAL EXPECTATIONS FOR ROCHESTER CITY SCHOOL DISTRICT ADMINISTRATORS AND SUPERVISORS

The Rochester City School District (RCSD) and the Association of Supervisors and Administrators of Rochester (ASAR) agree that core standards, reflecting the strategic framework, benchmarks, and design task areas, together with guidelines and principles for collegial review, form the basis of overall professional expectations for the administrators and supervisors of the Rochester City School District.

Because these core standards, considered together with the expectations set forth in the performance appraisal review process for administrators, represent collectively a broader and more comprehensive set of expectations than previously in place, the following are established as a framework for the administrative leadership appraisal system.

DIRECTIONS: Choose items listed on the following pages on the basis of your observations and contacts as follows:

- **Highly Effective** -- This is a level of performance that **few attain**. It is highly unusual and reflects the successful combination of quantitative and/or qualitative accomplishments over a sustained period of multiple years. Virtually all elements of the employee's job description and duties were accomplished in an **exceptional** manner. He or she has demonstrated the willingness and ability to consistently go well beyond the job responsibilities. The use of this category also implies that significant documentation is available and can be made available upon request.
- **Effective** -- This is a level of performance which is **expected in the majority** of employees or may be the norm for some longer service employees. Employees at this level are consistently productive in meeting their responsibilities. In general, all ongoing responsibilities have been concluded and performed successfully.
- **Developing** -- This is a level of performance which is not completely satisfactory. Specific ongoing responsibilities have been unfulfilled, incomplete, or not met in a timely and/or acceptable manner. The employee does not always work diligently or produce sufficiently on a consistent basis. Professional support services are to be recommended; intervention is required if performance does not improve.
- **Ineffective** -- This is a level of performance which, unless substantial and immediate improvement is achieved, will lead to termination. Key and/or basic responsibilities are not met and without good cause. Placement in this category may have been preceded by a "needs improvement" rating. Formal recommendation for intervention is required and salary withhold is to be implemented.
- **Not Applicable** -- In cases where information is not available or the area does not apply.

| | |
|--|------------------|
| <p>Domain 1 - Shared Vision of Learning</p> <p>“An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.”</p> | |
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

| Ineffective | Developing | Effective | Highly Effective |
|---|--|--|--|
| <p>Claims to have a vision and mission for school, but keeps it private</p> <p>School vision and mission are unrelated to the district vision and mission</p> <p>Disregards the need to use the school’s vision and mission to guide goals, plans and actions</p> | <p>Identifies the school’s vision and mission, and makes them public</p> <p>School vision and mission are created in isolation of the district’s vision and mission and aligned as an afterthought</p> <p>Refers to the school vision and mission as a document unconnected to programs, policies or practices</p> | <p>Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</p> <p>School vision and mission aligns with the vision and mission of the district</p> <p>Explicitly links the school’s vision and mission to programs and policies</p> | <p>Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning.</p> <p>School vision and mission intentionally align with the vision and mission of the district and contribute to improvement of learning district wide.</p> <p>Uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision making</p> |

Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements of the legacy of the future*)

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|---|
| <p>Assumes that the school’s improvement is either an event or the responsibility of a single individual</p> | <p>Provides selected staff with opportunities to discuss school improvement efforts</p> | <p>Has a process and structure in place for organizational improvement and uses it to assess the school</p> | <p>Uses and regularly evaluates strategic processes and structures to promote the school’s continuous and sustainable improvement</p> |

Comments on Shared Vision of Learning rating:

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

| | |
|--|------------------|
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

| Ineffective | Developing | Effective | Highly Effective |
|---|---|--|--|
| <p>Acknowledges the need for communication and collaboration</p> <p>Provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals</p> <p>Creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from student’s experiences, needs or culture</p> | <p>Considers proposals for collaborative structures and projects</p> <p>Encourages school staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>Creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p> | <p>Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects</p> <p>Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant opportunities that they recognize as connected to their experiences, needs and cultures</p> | <p>Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded practice</p> <p>Nurtures and sustains a culture of collaboration, trust, learning and high expectations by providing structured opportunities for cross role groups to design and implement innovative learning, work and practice</p> <p>Engages stakeholders in developing and sustaining a learning environment that actively involves students in meaningful relevant learning that is clearly connected to their experiences, culture and futures and require them to construct meaning of concepts or processes in deductive or inductive ways</p> |

Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*

| Ineffective | Developing | Effective | Highly Effective |
|---|--|--|--|
| <p>Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>Maintains a hands-off approach to instruction</p> <p>Initiates actions that interrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone call to teachers in class, etc.)</p> | <p>Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>Provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p> <p>Allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classes)</p> | <p>Creates a comprehensive, rigorous and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem or issue and supports their construction of meaning during the most important lessons and tasks</p> <p>Supervises instruction and makes explicit the expectations that teachers remain current in research based, best practices and incorporate them into their own work</p> <p>Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling , minimizing disruption to instructional time</p> | <p>Engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue or question</p> <p>Supervises instruction on an ongoing basis , and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p> |

Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*

| Ineffective | Developing | Effective | Highly Effective |
|---|---|---|--|
| <p>Assumes titled leaders are able to handle adm. responsibilities and teachers to be able to instruct students</p> <p>Is unaware of effective and appropriate technologies available</p> | <p>Invests in activities that promote the development of a select group of leaders</p> <p>Provide the necessary hardware and software, establish the expectations that teachers will integrate technology into learning experiences</p> | <p>Develops the instructional and leadership capacity of staff</p> <p>Promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p> | <p>Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles.</p> <p>Engages varied perspectives in determining how to best integrate the use of most effective technologies into the daily workings of the school.</p> |

Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future*)

| Ineffective | Developing | Effective | Highly Effective |
|---|--|--|---|
| Uses accountability to justify a system that links student achievement with accolades and blame | Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other | Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement | Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future. |

Strategic Planning Process (*monitoring/inquiry; the implementation and stewardship of goals, decisions and actions*)

| Ineffective | Developing | Effective | Highly Effective |
|---|--|---|--|
| Judges the merit of the instructional program based on what is used by others | Evaluates the impact of the instructional program based on results of standardized assessments | Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program. | Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement |

Comments on School Culture and Instructional Program:

Domain 3 - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

| | |
|--|------------------|
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Capacity Building (*developing potential and tapping existing internal expertise to promote learning and improve practice*)

| Ineffective | Developing | Effective | Highly Effective |
|--|--|---|--|
| Obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need. Considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others | Obtains human, fiscal and technological resources and allocates them without an apparent plan Shares leadership by providing others with limited responsibilities of tasks and functions but no decision making ability | Obtains, allocates, aligns and efficiently utilizes human, fiscal and technological resources Develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership roles | Consider vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal, and technological resources aligning them with present and future needs Embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow. |

Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

| Ineffective | Developing | Effective | Highly Effective |
|---|--|--|---|
| Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it | Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures | Promotes and protects the welfare and safety of students and staff | Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls |

Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*

| Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|
| Avoids engaging with management or operations systems | Monitors and evaluates the management and operational systems | Monitors , evaluates and revises the management and operational systems | Establishes process for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement |

Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*

| Ineffective | Developing | Effective | Highly Effective |
|--|---|--|---|
| Allocates time as required to comply with regulations and mandates | Schedules time outside of the typical school day for teachers to support instruction and learning | Ensures teacher and organizational time is focused to support quality instruction and student learning | Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning |

Comments on Safe, Efficient, Effective rating:

| | |
|---|------------------|
| Domain 4 - Community | |
| An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. | |
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Strategic Planning Process (*gathers and analyzes data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success*)

| Ineffective | Developing | Effective | Highly Effective |
|---|---|--|--|
| Makes decisions about whether or not to change the educational environment based on own impressions and beliefs | Collects and analyzes data and information pertinent to the educational environment | Collects and analyzes data and information pertinent to the educational environment and uses it to make related improvements | Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement |

Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

| Ineffective | Developing | Effective | Highly Effective |
|---|---|---|--|
| Considers the community as separate from the school | Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service programs | Promotes understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources through diverse activities | Engages students, educators, parents and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvement in teaching and learning |

Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)

| Ineffective | Developing | Effective | Highly Effective |
|--|--|---|--|
| Identifies lack of family and caregiver involvement as a key explanation for lack of achievement | Takes actions intended to increase family and caregiver support for the school | Builds and sustains positive relationships with families and caregivers | Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts |

Comments on Community rating:

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

| | |
|--|------------------|
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future*)

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|--|
| <p>Associates “accountability” with threats and blame for students’ academic and social difficulties</p> <p>Makes decisions based on self interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.</p> <p>Blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders</p> | <p>Focuses on accountability for academic and social success of students whose test results threaten the school’s standing</p> <p>Assumes responsibility for decision and actions related to mandates</p> <p>Assumes responsibility for decisions and actions related to mandates</p> | <p>Ensures a system of accountability for every student’s academic and social success</p> <p>Assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility</p> <p>Assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility</p> | <p>Enables an approach to accountability ethical standards and inspires that upholds high stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success.</p> <p>Promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs</p> <p>Promotes resiliency by involving, stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs</p> |

Culture (*attitudes, knowledge, behaviors and beliefs that the characterize the school environment and we shared its stakeholders*)

| Ineffective | Developing | Effective | Highly Effective |
|--|--|---|---|
| <p>Mourns the lack of the self awareness, reflective transparency and ethical behavior in others</p> <p>Pays lip service to values related to democracy, equity and diversity</p> <p>Implements strategies that group and label students with specific needs, isolating them from the mainstream</p> | <p>Proclaims the importance of self awareness, reflective practice transparency and ethical behaviors and seeks it in others</p> <p>Hold others accountable for upholding the values of democracy, equity and diversity</p> <p>Asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.</p> | <p>Models principles of self awareness, reflective practice, transparency, and ethical behavior</p> <p>Safeguards the values of democracy, equity and diversity</p> <p>Promotes social justice and ensures that individual students needs inform all aspects of schooling</p> | <p>Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determine how to replicate them</p> <p>Provides opportunities for all stakeholders groups to define, embrace and embody the values of democracy, equity and diversity</p> <p>Creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.</p> |

Comments on Integrity, Fairness, Ethics rating:

Domain 6 - Political, Social, Economic, Legal and Cultural Context (Principals ONLY)

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context

| | |
|--|------------------|
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|---|
| <p>Appears aware of decisions affecting student learning made outside of own school or district</p> <p>Waits to be told how to respond to emerging trends or initiatives</p> | <p>Reacts to district, state and national decisions affecting student learning</p> <p>Continues to rely on the same leadership strategies, in the face of emerging trends and initiatives , or copies others who they view as leaders in the field.</p> | <p>Acts to influence local, district, state and national decisions affecting student learning, within and beyond their own school and district</p> <p>Assesses, analyzes, and anticipates emerging trends and initiates in order to adapt leadership strategies</p> | <p>Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>Draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school , its growth, learning and improvements</p> |

Culture (*attitudes, knowledge, behaviors and beliefs that the characterize the school environment and we shared its stakeholders*)

| Ineffective | Developing | Effective | Highly Effective |
|---|--------------------------------------|--|---|
| <p>Advocates for self and own interests</p> | <p>Advocates for selected causes</p> | <p>Advocates for children, families and caregivers</p> | <p>Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another</p> |

Comments on Political, Social, Economic, Legal and Cultural Context rating:

| Domain 7 - Other: Goal Setting and Attainment (Principal ONLY) | |
|---|------------------|
| | Highly Effective |
| | Effective |
| | Developing |
| | Ineffective |

Uncovering Goal Setting: (align and define)

| Ineffective | Developing | Effective | Highly Effective |
|--|--|---|--|
| Does goal setting in order to be in compliance with mandates and regulations | Completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning. | Engages in the goal setting process as part of own professional improvement as related to improving student learning | Embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision |
| Operates from own opinion and perceptions without attending to vision and data | Considers data gathered about teacher practice academic results and /or school learning environment isolation of the school and district vision | Works with the supt. to consider the school and district vision and student learning needs as well as information gathered about teacher practice, academic results and/ or the school learning environment | Engages a cross role group, including the Supt., teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and /or the school learning environment. |
| Extracts goals from own interests | Establishes goals that focus on improving teacher practice and academic results and/or school learning environment | Creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning | Generates goals that maximize on the principal’s role in improving teacher practice, academic results and/or the school learning environment in the service of improving learning |
| Goals are isolated action steps, unaligned to goal that can actually be worked toward. | Goals are broad, general, aspirational statements that are too big to be assessed | Goals are stated in ways that allow progress toward them to be assessed | Goals are expressed in statements that are both actionable and measureable |

Strategic Planning: (*prioritize and strategize*)

| Ineffective | Developing | Effective | Highly Effective |
|---|--|---|--|
| <p>Considers goals in no special order</p> <p>Changes commitment to goals as new ones emerge</p> <p>Lists generic strategies that could apply to a variety of goals</p> <p>States the benefits of attaining the goals</p> | <p>Prioritize goals based on own interests</p> <p>Relies on own perspective to assert the importance and alignment of identified goals</p> <p>Lists strategies that will be used to accomplish goals identified</p> <p>Describes, in general terms what successful goal attainment will look like and accomplish</p> | <p>Prioritizes goals by considering what can be gained by pursuing each</p> <p>Uses superintendent’s perspective to test own assumptions about goals to see they are truly connected to school /district vision</p> <p>Articulates strategies supporting actions, and reasons for selecting them</p> <p>Identifies anticipated specific measures of success for each goal</p> | <p>Prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis a vis others</p> <p>Uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the schools/district vision and needs.</p> <p>Articulates strategies supporting actions and also for overcoming obstacles to the plan, with the rationale for selecting them that included anticipated results, implementation intentions related to each , and evidence of strategy’s impact.</p> <p>Describes the evidence that when collected and annotated will support that attending to these goals actually decrease the distance between current and reality and the vision</p> |

Taking Action: (*mobilize, monitor, refine*)

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|--|
| <p>Refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>Speaks about taking actions, but has trouble committing and getting started</p> <p>Changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p> | <p>Identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>Implements the action plan quietly and privately</p> <p>Adjust goals and actions based on instinct and self perceptions</p> | <p>Creates action plan that delineates steps and strategies for all goals regardless of whether they are long or short term</p> <p>Implements the action plan publically and invites others to use it as a model for goal setting that they can do as well</p> <p>Monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p> | <p>Designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>Shares and implements the action plan publically and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>Seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress to support revision to the action plan.</p> |

Evaluating Attainment: (*Document- insight, accomplishments, new questions, implications for moving forward; Next Steps*)

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|---|
| <p>Documentation is a beginning and an ending event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>Categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>Dismisses the possibility of using goals to define next steps</p> | <p>Sporadically documents thinking related to key moments, obstacles or achievements</p> <p>Evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>Considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p> | <p>Periodically documents own thinking and reactions to the progress made obstacles encountered and insights or questions that arise</p> <p>Evaluates goals and goal attainment by assessing evidence of success establishing the degree to which the goal has been achieved and determining next steps towards attaining the school vision.</p> <p>Determines next steps and future actions to improve student learning, teacher practice academic results and/or the school learning environment in light how successful the recent work was in making improvements</p> | <p>Throughout the implementation of the action plan, systemically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered and unintended consequences</p> <p>Taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing evidence of success, establishing the degree to which the goal has been achieved and determining next steps in attaining the school vision and improving learning</p> <p>Engages stakeholders' in planning , future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p> |

Comments on Other rating:

Overall Evaluation

Areas of Strength:

Areas for Further Consideration:

| Overall Rating: | | Points Assigned : |
|-----------------|------------------|-------------------|
| | Highly Effective | |
| | Effective | |
| | Developing | |
| | Ineffective | |

| If non-tenured I recommend that this Administrator: | | |
|--|----------------------------|-----------------------------------|
| | Continue in this position. | Be terminated from this position. |

Date: _____

Evaluator's Signature: _____ Position: _____

Administrator's Signature: _____ Position: _____

I have read and (do/do not) agree with the above evaluation. I understand that I may submit a written reply and attach it to the file copy.

**Administrative Performance
Appraisal Ratings**

This rating applies to the overall rating of performance on the summative appraisal process:

Highly Effective

This is a level of performance that **few attain**. It is highly unusual and reflects the successful combination of quantitative and/or qualitative accomplishments over a sustained period of time. Virtually all elements of their job description and duties were accomplished in an **exceptional** manner. Has demonstrated the willingness and ability to consistently go well beyond the job responsibilities. In order for this rating to be used, the supervisor must provide additional documentation that the administrator’s work is exemplary as it supports improved student performance.

Effective

This is a level of performance which is **expected in the majority** of employees or may be the norm for some longer service employees. Employees at this level are consistently productive in meeting their responsibilities. In general, all ongoing responsibilities have been concluded and performed successfully.

Developing

This is a level of performance which is not completely satisfactory. Specific ongoing responsibilities have been unfulfilled, incomplete or not met in a timely and/or acceptable manner. The employee does not always work diligently or produce sufficiently on a consistent basis. Professional support services are to be recommended; intervention if performance does not improve.

Ineffective

This is a level of performance which, unless substantial and immediate improvement is achieved, will lead to termination for cause. Key and/or basic responsibilities are not met and without good cause. Placement in this category may have been preceded by a “needs improvement” rating. Formal recommendation for intervention is required and salary withhold is to be implemented.

PROFESSIONAL EXPECTATIONS FOR RCSD ADMINISTRATORS AND SUPERVISORS

The Rochester City School District and the Association of Supervisors & Administrators of Rochester agree that core standards, reflecting the strategic framework and design task areas, form the basis of overall professional expectations for the administrators and supervisors of the Rochester City School District. The following sets of standards incorporate, in one form or another, the proposition that all "principals do-establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for students, guiding instruction and so on-must be in service of student learning." (IEL 2000)

The Interstate School Leaders Licensure Consortium adopted its "Standards for School Leaders" in 1996. ISLLC "decided at the outset...to focus on standards" because they "were convinced that standards provided an especially appropriate and particularly powerful leverage point for reform," because they "found a major void in this area of educational administration-a set of common standards remains conspicuous by its absence," and they "believed that the standards approach provided the best avenue to allow diverse stakeholders to drive improvement efforts along a variety of fronts." (ISLLC 1996)

ISLLC's standards "differ from similar previous efforts because of their specific focus on high expectations of success anticipated for 'all' students, their emphasis on teaching and learning as the primary grounding for school leadership, and because of the importance the standards place on beliefs and values in providing direction for school leaders." (Van Meter & McMinn)

ISLLC's Standards for School Leaders:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Professional administrators display all the dimensions of leadership in their daily work. Leadership is crucial to effective performance and encompasses a number of essential capabilities: having a vision and being able to communicate it well, understanding and applying good leadership skills and group process techniques, and developing an effective team to manage educational change so that students achieve demonstrable growth in what they know and can do.

Functions:

- Collaboratively develop and implement a shared vision
- Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning
- Create and implement plans to achieve goals
- Promote continuous and sustainable improvement
- Monitor and evaluate progress and revise plans

2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.

Professional administrators possess and demonstrate knowledge of the teaching and learning process and are committed to student success. Teaching and learning is the center of an administrator's mission and improved outcomes for students are his/her chief purpose. Every aspect of schooling must connect to and support this process. An effective administrator understands the theory and practice of the learning process, models this understanding in his/her daily work, and involves staff, parents, and students continually and appropriately both in and out of the classroom.

Functions:

- Nurture and sustain a culture of collaboration, trust, learning and high expectation
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program

3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Professional administrators understand effective organizational management and employ effective management techniques. Organizational management is the structural framework of an administrator's daily practice. Understanding contracts, policies, rules and procedures, whether federal, state or local, and applying them appropriately is one element of this framework. Equally important is the understanding, preparation and management of budgets and taking into account their ramifications. The third major element of the organizational management framework is how an administrator can work well with staff, parents, and colleagues, organizing effectively to accomplish the business of teaching and learning.

Functions:

- Monitor and evaluate the management and operational systems
- Obtain, allocate, align, and efficiently utilize human, fiscal and technological resources
- Promote and protect the welfare and safety of students and staff
- Develop the capacity for distributed leadership

- Ensure teacher and organizational time is focused to support quality instruction and student learning

4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, and mobilizing community resources.

Professional administrators understand the significance of public engagement and meaningful collaboration with others. Creating strategies to engage education's various publics appropriately is a key component of effective administration. This involves both the ability to be an effective communicator of the District's work, and the ability to involve those publics in the business of public education. This translates into success when staff, parents and students are deeply engaged in program development and presentation. It also suggests the administrator's active presence in his/her community.

Functions:

- Collect and analyze data and information pertinent to the educational environment
- Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources
- Build and sustain positive relationships with families and caregivers
- Build and sustain productive relationships with community partners

5. A school administrator is an educational leader who promotes the success of all students by action with integrity, fairness, and in an ethical manner.

Professional administrators believe in, values, and is committed to the idea that schools operate as an integral part of the larger community. They understand the proposition that diversity enriches the school. This involves the idea that families are seen as partners in the education of their children and they have the best interests of their children in mind. The resources of the family and the community need to be brought to bear on the education of students and an administrator has the ability to ensure that this happens. (ISLLC- Wis.)

Functions:

- Ensure a system of accountability for every student's academic and social success.
- Model principles of self awareness, reflective practice, transparency and ethical behavior
- Safeguard the values of democracy, equity and diversity
- Consider and evaluate the potential moral and legal consequences of decision making
- Promote social justice and ensure that individual student needs in from all aspects of schooling

6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Professional administrators has knowledge and understanding of the purpose of education and the role of leadership in modern society. They celebrate the values of a diverse school community. They incorporate a professional codes of ethics utilizing various ethical frameworks and ethical perspectives in their day to day work as a building leader. The administrator facilitates processes and engages in activities that examine personal and professional values. They consider the impact of one's administrative practices on others in order to treat people fairly, equitably, and with dignity and respect. (ISLLC- Wis.)

Functions:

- Advocate for children, families and caregivers
- Act to influence local, district, state and national decisions affecting student learning
- Assess analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies