

Parkway School District

Chesterfield, MO

ADMINISTRATOR EVALUATION PLAN

**PARKWAY ADMINISTRATOR EVALUATION PROGRAM
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Parkway School District Administrator Evaluation Program

The Parkway School District has a long history of providing support and development opportunities for administrators through a systematic administrator evaluation program. District leaders are encouraged to aspire to the high standards of their profession. A performance-based administrator evaluation program provides a framework for establishing high expectations, generating candid feedback regarding effective practices and offers mechanisms to allow for growth.

The administrator evaluation plan is a combination of local expectations tied to the district's mission and vision as well as national and state administrator standards. The following tenets provide district administrators the outline for development based on individual needs but aligned with specific school/department and district-wide goals.

The administrator evaluation plan:

- Facilitates personal goal setting;
- Provides support in fostering coaching relationships with supervisors;
- Focuses on attributes of highly successful professionals;
- Provides for systematic growth over administrators' careers; and
- Promotes the use of data.

The administrator evaluation program domains are:

- **Strategic Planning** – A Parkway administrator demonstrates commitment and is accountable for achieving district mission and vision through the development, articulation, implementation and stewardship of school/department goals.
- **Leadership** – A Parkway administrator promotes the success of ALL students and staff by leading with integrity, fairness and in an ethical manner.
- **Student Learning for School-based Administrators** – A Parkway administrator ensures implementation of the learning principles and the guaranteed curriculum, monitors learning outcomes, maintains a positive climate and uses data for continuous improvement.
- **Student Learning for Operations Administrators** – A Parkway administrator supports educational personnel in their implementation of the learning principles and the guaranteed curriculum, monitoring of learning outcomes, maintenance of a positive school climate and use of data for continuous improvement.
- **Staff** – A Parkway administrator promotes the success of all students through effective hiring practices, providing and supporting professional learning and by facilitating and monitoring the teaching and learning/department processes.
- **Communication** – A Parkway administrator clearly and efficiently communicates with all stakeholders, builds capacity among others within the school/department to effectively communicate and seek feedback from others in the school/district community using a variety of avenues.
- **Resource Management** – A Parkway administrator ensures students experience learning environments that are safe, welcoming and well-designed by efficiently and effectively managing the organization, operations and resource allocation including finances, facilities, personnel and time.

**PARKWAY SCHOOL DISTRICT
ADMINISTRATOR EVALUATION ACTION TEAM**

- | | |
|-----------------------|---------------------------------------|
| 1. Barb Moore | South High School |
| 2. Bill Senti | Northeast Middle School |
| 3. Chelsea Watson | Southwest Middle School |
| 4. Chris Dallas | Central High School |
| 5. Elizabeth Mayes | Teaching, Learning and Accountability |
| 6. Elizabeth Morrison | Teaching, Learning and Accountability |
| 7. Jason Kozdron | West Middle School |
| 8. John Barrow | Teaching, Learning and Accountability |
| 9. Joy Torgerson | Human Resources |
| 10. Julie Collins | Teaching, Learning and Accountability |
| 11. Karen Calcaterra | North High School |
| 12. Lisa Merideth | Teaching, Learning and Accountability |
| 13. Mike Gohn | Athletics/Activities |
| 14. Patrick Shelton | Hannah Woods |
| 15. Randy Eikel | Central Middle School |
| 16. Tim McCarthy | Central High School |

PARKWAY ADMINISTRATOR EVALUATION PROGRAM

YEAR ONE Parkway Administrator – Comprehensive Evaluation

- Review of the District Mission, Vision and Strategic Plan
- Mentor Assigned
- School/Department Improvement Plans Developed
- Area of Emphasis Developed
- Interactions with Supervisor (See additional description)
- Domain Rubrics Reviewed and Recorded
- Data Collection
- Mid-Year Evaluation Review
- Client Surveys (Alternating Year for Building Administrators – Parents/Faculty)
- Professional Development Listing from PEERS
- Determination of Rating for Administrator Salary Program
- Review of Job Description
- Final Evaluation Review with Supervisor
- Comprehensive Evaluation Report with Detailed Domain Information

YEAR TWO Parkway Administrator – Comprehensive Evaluation

- Review of the District Mission, Vision and Strategic Plan
- School/Department Improvement Plans Developed
- Area of Emphasis Developed
- Interactions with Supervisor (See additional description)
- Domain Rubrics Reviewed and Recorded
- Data Collection
- Mid-Year Evaluation Review
- Client Surveys (Alternating Year for Building Administrators – Parents/Faculty)
- Professional Development Listing from PEERS
- Determination of Rating for Administrator Salary Program
- Review of Job Description
- Final Evaluation Review with Supervisor
- Comprehensive Evaluation Report with Detailed Domain Information

YEAR THREE Parkway Administrator – Comprehensive Evaluation

- Review of the District Mission, Vision and Strategic Plan
- School/Department Improvement Plans Developed
- Area of Emphasis Developed
- Interactions with Supervisor (See additional description)
- Domain Rubrics Reviewed and Recorded
- Data Collection
- Mid-Year Evaluation Review
- Client Surveys (Alternating Year for Building Administrators – Parents/Faculty)
- Professional Development Listing from PEERS
- Determination of Rating for Administrator Salary Program
- Review of Job Description
- Final Evaluation Review with Supervisor
- Comprehensive Evaluation Report with Detailed Domain Information

ADMINISTRATOR CYCLE OF EVALUATION (YEARS 4 AND BEYOND)

YEARS FOUR AND FIVE - ANNUAL REVIEWS (OFF CYCLE YEARS)

- Review of the District Mission, Vision and Strategic Plan
- School/Department Improvement Plans Developed
- Area of Emphasis Developed
- Interactions with Supervisor (See additional description)
- Domain Rubrics Reviewed and Recorded
- Begin Data Collection (Cumulative for next Comprehensive Evaluation Year)
- Client Surveys (Alternating Year for Building Administrators – Parents/Faculty)
- Professional Development Listing from PEERS
- Determination of Rating for Administrator Salary Program
- Final Evaluation Review with Supervisor
- Annual Summative Report

YEAR SIX – COMPREHENSIVE EVALUATION (THREE YEAR CYCLE YEARS)

- Review of the District Mission, Vision and Strategic Plan
- School/Department Improvement Plans Developed
- Area of Emphasis Developed
- Interactions with Supervisor (See additional description)
- Domain Rubrics Reviewed and Recorded
- Data Collection
- Mid-Year Evaluation Review
- Client Surveys (Alternating Year for Building Administrators – Parents/Faculty)
- Professional Development Listing from PEERS
- Determination of Rating for Administrator Salary Program
- Review of Job Description
- Final Evaluation Review with Supervisor
- Comprehensive Evaluation Report with Detailed Domain Information

YEARS 7 AND BEYOND – COMPREHENSIVE EVALUATION EVERY THIRD YEAR

***A COMPREHENSIVE EVALUATION IS COMPLETED WITH ANY CHANGE IN ADMINISTRATIVE POSITION. HOWEVER, THE CYCLE YEAR DOES NOT CHANGE.**

Administrator Evaluation Program Components

1. **District Mission, Vision and Strategic Plan** are connected to all domains. Administrators are responsible for their achievement, therefore, opportunities to make connections are provided throughout the evaluation plan.
2. **Mentor** is assigned to all first year Parkway administrators. The purpose of the mentor is to aide the new administrator in his/her acclimation to the school district, provide support and informally guide the new administrator to a successful transition to the school district.
3. **School/Department Improvement Plans** are required annually. The state and local format must be utilized. Administrators are held accountable for progress made toward meeting these goals. Therefore, an administrator's **Area of Emphasis** should include the connection to these plans. Further, the improvement plan will be reviewed during the administrative evaluation process.
4. **Area of Emphasis** is an individual goal required annually for all administrators. An administrator's Area of Emphasis must be connected to one or more of the administrative domains, the district's strategic plan, and the school's or department's improvement plan.
5. **Supervisor Interactions** include a variety of supervisor/administrator forms of contact from which administrator rubrics may receive comments. They include but are not limited to: Formative Dialogue with Supervisor, Data Meetings, School Programs, Emails, Phone Calls, Administrator Meetings, Professional Learning Trainings, Professional Learning Communities, Building/Department Walk Throughs, PTO Meetings, Action Teams, Advisory Committees, Ad Hoc Committees, Parent/Student Contacts, etc.
6. **Domain Rubrics** include six areas with descriptors to which administrators are held accountable. These domains are standards that were derived from national, state and local expectations. Domains, descriptors and rubric rating explanations were designed to meet varied classifications of administrators including school-based, district instructional and district operations.
7. **Data Collection** is artifacts collected by the administrator to support each domain and accompanying rubric. Data must be evident for any rubric category marked as **Exemplary**. A folder is available for each administrator through **PEERS** to collect the data electronically. Data must be collected during comprehensive cycle years but may also be collected during off-cycle years as support for the administrator's next comprehensive cycle year.
8. **Client Surveys** are completed for all administrators every year to gather performance feedback as perceived by varying groups. For school-based administrators, one year will be parent surveys with the next year being faculty surveys. Client surveys may be designed by the administrator in cooperation with his/her supervisor. The administrator should reflect based on results and share with the supervisor, "How will I use this data to inform my practice and set future goals?"
9. **Professional Development Listing from PEERS** is available for each administrator. A list of workshops and trainings can be obtained to demonstrate connections to administrator domains and rubrics as well as the Area of Emphasis, the District Strategic Plan and School/Department Improvement Plans.

10. **Evaluation Review** is an opportunity for the supervisor(s) to meet with the administrator to review the evaluation plan and progress. These formal meetings should occur at the beginning of the year to determine the year's plan, mid-year to check progress and year-end to discuss results and future plans.
11. **Job Description** is the outline of the broad job tasks for each employment category. The job description will be reviewed on an annual basis with the supervisor for revisions or examples of how the assigned tasks were completed.
12. **Administrator Salary Operational Plan** provides administrators with procedures for placement and maintenance of yearly salary adjustments. They include performance, cost of living and movement to the reference point as determined by county-wide salaries for each category.
13. **Comprehensive Evaluation Report** is a formal evaluation of all information obtained through a review of all evaluation plan components. This report is completed during the comprehensive evaluation cycle including Years 1-3 in Parkway, every third year thereafter, and when there is a change in an administrative assignment.
14. **Annual Summative Report** is required annually for all administrators during the comprehensive evaluation off-cycle years. Evaluation ratings are included for each domain as well as an overall rating that is used for administrative salary increases for the next school year.
15. **Performance Improvement Plan** is required if the supervisor determines the administrator's performance is ineffective. The Performance Improvement Plan will identify a plan of action, the responsibilities of both supervisor and administrator and a timeline for improving the administrator's performance.

PARKWAY SCHOOL DISTRICT
Administrator Salary Operational Plan

The following criteria utilized in the administrative salary plan are defined below:

- Formulation of administrative pay grades and salary ranges
- Initial placement of an administrator on the administrative salary schedule
- The criteria and process used in annual salary range adjustments and administrator salary

Placement on the Administrative Salary Pay Range

All administrative positions are classified into nine administrative pay grades. These administrative pay grades have been determined through the CRESAP (Compensation, Reclassification and Evaluation Study for Administrative Personnel) process. This instrument was used to determine pay grades for specific administrative positions using three evaluative factors: (1) required knowledge and skills, (2) job responsibilities and (3) working relationships. *(See Attachment #1 – Administrative Salary Pay Grades.)*

Salary Range Development

The “point of reference” or reference point is used for annual salary range adjustments and for comparing Parkway administrative salaries and salary ranges to other St. Louis County school districts. The reference point is the median salary figure as reported in the Cooperating School District’s Salary Survey from the previous school year (Core Data). Benchmark positions are used in making reference point comparisons. A benchmark position is a position common to Parkway and other St. Louis County districts *(See Attachment #1 – Administrative Salary Grades.)*

Once benchmark reference point salaries are identified, a range for that specific job grade is created. The minimum of the range is set at 90% of the reference point and the maximum of the range is set at 120% of the reference point. This range is used to place new administrative hires on the salary range, to monitor salaries within the range and to limit the top of the salary range.

Annual Performance Salary Increases

The Board of Education determines the annual percentage increase for administrator salaries. Once this total percentage “new money” increase is determined, this allocation is divided as follows:

Percentage Increase: 60% of the “new money” is used for overall “cost of living” increases for all administrators (unless the administrator receives an overall rating of “ineffective” on his/her evaluation).

Example: If 4% “new money” was added to the salary pool, then 60% of the 4% increase (or 2.4%) would be the cost of living increase.

Performance Increment: The other 40% of the “new money” is disbursed through performance pay increments. Performance increments are flat stipend rates given for overall evaluation ratings of “Exemplary”, “Effective” or “Developing”. No performance increment is given for an overall rating of “Ineffective”. Performance increment rates change annually depending upon the overall “new money” pool and the number of performance rating points earned. Performance increments are not one-time only stipends, but become part of the administrator’s salary base. *(See Attachment #2 – Performance Calculation Examples.)*

Salaries Above Pay Grade Range

Administrative salaries that exceed the maximum of the range will be capped at a 2% overall salary increase. This 2% cap includes the performance increment, if applicable.

Reference Point Adjustment

In addition to the cost of living increase and performance increase, an administrator whose salary is below the reference point for his/her pay grade will be given additional compensation through a reference point adjustment. This is an additional increment given in an effort to move an administrator's salary toward the reference point of the range more quickly. Reference point adjustments are calculated at 25% of the difference between the reference point for the next school year and the administrator's current salary (this is only if the administrator's overall evaluation rating is "exemplary" or "effective"). If the administrator's overall evaluation rating is "developing" the reference point adjustment is reduced by one-half. If the administrator's overall evaluation rating is "ineffective", no reference point adjustment is given.

Example: (Administrator with an overall rating of exemplary or effective)

Administrator's current salary = \$80,000

Next Year's Reference Point for pay grade = \$86,000

Reference Point Adjustment = \$1500 $(\$86,000 - \$80,000/4)$

Internal/External Equity Adjustment: In addition to reference point adjustments, all administrator salaries are annually evaluated for internal and external equity. If an administrator's salary in a particular range continues to fall well below other internal administrators in the same position and same length of service and/or external comparisons (and if all evaluations have been exemplary/effective), an additional adjustment may be recommended. **Note: The reference point adjustment generally addresses inequities; therefore, equity adjustments are made on a very infrequent basis.

**PARKWAY SCHOOL DISTRICT
ADMINISTRATOR AREA OF EMPHASIS**

ADMINISTRATOR: _____ **ASSIGNMENT:** _____

School Year: _____

Area of Emphasis:				
Domain:				
Strategic Plan Goal:				
School/Dept./District Goal(s):				
Evidence of Completion:				
Action Steps	Estimated Completion Date	Mid-Year Progress Notes	Completion Date	Comments

SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

**PARKWAY SCHOOL DISTRICT
SCHOOL-BASED ADMINISTRATOR COMPREHENSIVE EVALUATION REPORT
YEARS 1, 2, and 3
THREE YEAR CYCLE
A NEW ADMINISTRATOR ASSIGNMENT**

Administrator: _____ **Assignment:** _____

Evaluation Year: _____

Domain: Strategic Plan – A Parkway administrator demonstrates commitment to and is accountable for achieving district mission and vision through the development, articulation, implementation and stewardship of school goals.

Domain: Leadership – A Parkway administrator promotes the success of ALL students and staff by leading with integrity, fairness and in an ethical manner.

Domain: Student Learning – A Parkway administrator ensures implementation of the learning principles and the guaranteed curriculum, monitors learning outcomes, maintains a positive climate and uses data for continuous improvement.

Domain: Staff – A Parkway administrator promotes the success of the school district through effective hiring practices, providing and supporting professional learning and by facilitating and monitoring the teaching and learning process.

Domain: Communication – A Parkway administrator clearly and effectively communicates with all stakeholders, builds capacity among others within the school to effectively communicate and seek feedback from others in the school community using a variety of avenues.

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Domain: Resource Management – A Parkway administrator ensures students experience learning environments that are safe, welcoming and well-designed by efficiently and effectively managing the organization, operations and resource allocation including finances, facilities, personnel and time.

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Overall Rating	
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SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

**PARKWAY SCHOOL DISTRICT
ANNUAL SUMMARY REPORT FOR SCHOOL-BASED ADMINISTRATORS
YEARS 4 AND 5
NON-THREE YEAR CYCLE YEARS**

Administrator: _____ Assignment: _____

Evaluation Year: _____

DOMAIN	EXEMPLARY	EFFECTIVE	DEVELOPING	INEFFECTIVE
1. Strategic Planning: A Parkway administrator demonstrates commitment to and is accountable for achieving district mission and vision through the development, articulation, implementation and stewardship of school goals.				
2. Leadership: A Parkway administrator promotes the success of ALL students and staff by leading with integrity, fairness and in an ethical manner.				
3. Student Learning: A Parkway administrator ensures implementation of the learning principles and the guaranteed curriculum, monitors learning outcomes, maintains a positive climate and uses data for continuous improvement.				
4. Staff: A Parkway administrator promotes the success of the school district through effective hiring practices, providing and supporting professional learning and by facilitating and monitoring the teaching and learning process.				
5. Communication: A Parkway administrator clearly and effectively communicates with all stakeholders, builds capacity among others within the school to effectively communicate and seek feedback from others in the school community using a variety of avenues.				
6. Resource Management: A Parkway administrator ensures students experience learning environments that are safe, welcoming and well-designed by efficiently and effectively managing the organization, operations and resource allocation including finances, facilities, personnel and time.				

7. Overall Evaluation Rating		
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SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

**PARKWAY SCHOOL DISTRICT
ADMINISTRATOR PERFORMANCE IMPROVEMENT PLAN**

Administrator: _____

Assignment: _____

Supervisor: _____

Evaluation Year: _____

Date: _____

Domain	Descriptor(s)	Concerns
Resource Management		
Staff		
Student Learning		
Communication		
Strategic Plan		
Leadership		

Action Steps	Timeline	Appraisal Methods	Comments

SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

Initial Conference Signatures:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

Follow-Up Conferences and Signatures:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

Successful Resolution Yes No

**PARKWAY SCHOOL DISTRICT
ADMINISTRATOR AREA OF EMPHASIS**

ADMINISTRATOR: _____ **ASSIGNMENT:** _____

School Year: _____

Area of Emphasis:				
Domain:				
Strategic Plan Goal:				
School/Dept./District Goal(s):				
Evidence of Completion:				
Action Steps	Estimated Completion Date	Mid-Year Progress Notes	Completion Date	Comments

SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

**PARKWAY SCHOOL DISTRICT
OPERATIONS ADMINISTRATOR COMPREHENSIVE EVALUATION REPORT
YEARS 1, 2, and 3
THREE YEAR CYCLE
A NEW ADMINISTRATOR ASSIGNMENT**

Administrator: _____ **Assignment:** _____

Evaluation Year: _____

Domain: Strategic Plan – A Parkway administrator demonstrates commitment to and is accountable for achieving district mission and vision through the development, articulation, implementation and stewardship of department goals.

Domain: Leadership – A Parkway administrator promotes the success of ALL students and staff by leading with integrity, fairness and in an ethical manner.

Domain: Student Learning – A Parkway administrator supports educational personnel in their implementation of the learning principles and the guaranteed curriculum, monitors learning outcomes, maintains a positive climate and uses data for continuous improvement.

Domain: Staff – A Parkway administrator promotes the success of the school district through effective hiring practices, providing and supporting professional learning and by facilitating and monitoring department processes.

Domain: Communication – A Parkway administrator clearly and effectively communicates with all stakeholders, builds capacity among others within the department to effectively communicate and seek feedback from others in the district community using a variety of avenues.

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Domain: Resource Management – A Parkway administrator ensures students experience learning environments that are safe, welcoming and well-designed by efficiently and effectively managing the organization, operations and resource allocation including finances, facilities, personnel and time.

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Overall Rating	
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SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

**PARKWAY SCHOOL DISTRICT
ANNUAL SUMMARY REPORT FOR OPERATIONS ADMINISTRATORS
YEARS 4 AND 5
NON-THREE YEAR CYCLE YEARS**

Administrator: _____ Assignment: _____

Evaluation Year: _____

DOMAIN	EXEMPLARY	EFFECTIVE	DEVELOPING	INEFFECTIVE
1. Strategic Planning: A Parkway administrator demonstrates commitment to and is accountable for achieving district mission and vision through the development, articulation, implementation and stewardship of district goals.				
2. Leadership: A Parkway administrator promotes the success of ALL students and staff by leading with integrity, fairness and in an ethical manner.				
3. Student Learning: A Parkway administrator supports educational personnel in their implementation of the learning principles and the guaranteed curriculum, monitors learning outcomes, maintains a positive climate and uses data for continuous improvement.				
4. Staff: A Parkway administrator promotes the success of the school district through effective hiring practices, providing and supporting professional learning and by facilitating and monitoring department processes.				
5. Communication: A Parkway administrator clearly and effectively communicates with all stakeholders, builds capacity among others within the department to effectively communicate and seek feedback from others in the district community using a variety of avenues.				
6. Resource Management: A Parkway administrator ensures students experience learning environments that are safe, welcoming and well-designed by efficiently and effectively managing the organization, operations and resource allocation including finances, facilities, personnel and time.				

7. Overall Evaluation Rating		
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SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

**PARKWAY SCHOOL DISTRICT
ADMINISTRATOR PERFORMANCE IMPROVEMENT PLAN**

Administrator: _____

Assignment: _____

Supervisor: _____

Evaluation Year: _____

Date: _____

Domain	Descriptor(s)	Concerns
Resource Management		
Staff		
Student Learning		
Communication		
Strategic Plan		
Leadership		

Action Steps	Timeline	Appraisal Methods	Comments

SUPERVISOR COMMENTS:

ADMINISTRATOR COMMENTS:

Initial Conference Signatures:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

Follow-Up Conferences and Signatures:

SUPERVISOR SIGNATURE: _____

DATE: _____

ADMINISTRATOR SIGNATURE: _____

DATE: _____

Successful Resolution Yes No

Staff

A Parkway administrator promotes the success of all students through effective hiring practices, providing and supporting professional learning and by facilitating and monitoring the teaching and learning process.

Descriptor	Exemplary*	Effective	Development Area	Ineffective
Recruiting, Hiring, and Mentoring	Continuously searches for outstanding staff and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population.	Seeks outstanding candidates reflective of the district community and actively supports, mentors and coaches ALL staff members to meet the needs of a diverse student population.	Implements the required processes for recruiting, hiring, placing and mentoring new staff members.	Is not actively involved in the processes to recruit, hire, appropriately place and mentor new staff members.
Evaluation	Analyzes the results of staff evaluations and utilizes the results to direct professional learning opportunities in the school and district, differentiating as appropriate.	Utilizes the evaluation models with fidelity, meets all associated timelines, provides specific ways to improve instructional practices and monitors the results.	Inconsistently implements district evaluation procedures.	Does not implement district evaluation procedures with fidelity.
Supervision of Instruction	Supervises instruction on an ongoing basis and engages in collegial opportunities for learning, action research and inquiry related to best practices in teaching and learning.	Supervises instruction and sets the explicit expectation that teachers remain current in research-based best practices incorporating them into their own work.	Is inconsistent in relating expectations for instructional methodology and supervises the use of best practices in instruction.	Does not provide support for instructional best practices.
Professional Learning	Ensures that professional learning within the school includes action derived from research based literature, high quality coaching and workshops, is aligned with curricular, instructional and assessment needs and is focused on results, while recognizing the unique professional learning needs of individual staff members.	Shares research and fosters school-wide professional learning aligned with school and district improvement plans. Organizes coaching and training based on the domains of professional practice to increase teacher effectiveness.	Occasionally passes along interesting articles and ideas to staff members. Provides professional learning to staff members in conventional methods.	Provides occasional workshops leaving staff members on their own in terms of professional learning.
Professional Learning Communities	Professional learning communities are models for others to follow in terms of alignment with school improvement plans, use of data with collective responsibility for student results and creative and forwarding thinking planning to achieve strategic goals.	Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results and characterized by collective responsibility for instructional planning and student learning.	Implements professional learning communities without a clear understanding of the implemented system with collective responsibility.	Does not implement the professional learning community process.
Managing Personnel	Sustains ongoing management techniques that increase the staff's collective commitment to school and district priorities utilizing effective problem-solving skills, group processes and individual engagement with staff members helping them to meet high levels of performance.	Utilizes effective management techniques to encourage collaboration and provides redirection to staff members who are ineffective.	Attempts to build ownership among staff for school and district priorities without a clear process to reach the intended goal. Identification and support for struggling employees is inconsistent.	Does not build ownership among staff for school and district priorities. Avoids giving critical feedback and redirection to staff members who are ineffective.
Staff Meetings	All key teams meet on a regular basis and take responsibility for productive agendas linked to student achievement. Gives teacher teams the training, facilitation and resources they need to be empowered to be responsible for their own meeting effectiveness.	Ensures that key teams meet regularly and facilitates or provides facilitators so meetings are focused and substantive.	Uses staff meetings primarily to announce decisions, clarify policies or listen to staff concerns.	Meetings are held only in times of crisis or immediate need leaving staff members to fend for themselves in terms of acquiring information.
Collaborative Systems and Distributed Leadership	Leads others to assume a variety of formal and informal leadership roles in the school and district.	Establishes collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.	Inconsistently addresses collaborative and distributed leadership responsibilities.	Assumes titled leaders are able to handle administrative responsibilities with little effort to build capacity in others.

*Administrators also meet all criteria under "Effective"

Notes:

Resource Management

A Parkway administrator ensures students experience learning environments that are safe, welcoming and well-designed by efficiently and effectively managing the organization, operations and resource allocation including finances, facilities, personnel and time.

Descriptor	Exemplary*	Effective	Development Area	Ineffective
Management	Recognizes and studies emerging trends and applies them to the organizational systems.	Monitors and modifies systems to meet the needs of the organization while utilizing best practices.	Monitors systems but does not modify the needs of the organization.	Does not monitor systems.
Operational Procedures	Implements innovative operational procedures and shares these procedures with other district leaders.	Designs and manages operational procedures to provide opportunities for successful learning and to achieve mission, vision and the strategic plan.	Uses operational procedures already in place to support learning and to achieve mission, vision and the strategic plan.	Does not support the achievement of mission, vision and the strategic plan through operational procedures.
District Policies and Guidelines	Suggests strategies to appropriate action teams that will improve policy and procedures associated with resource allocation.	Consistently follows policy and procedures to secure and allocate resources equitably.	Inconsistently follows district policy and procedures to secure and allocate resources.	Does not follow policies and procedures to secure and allocate resources.
Fiscal Responsibility	Serves as a model in the use of Zero Based Budgeting aligned with the strategic plan.	Uses the district recommended budget development strategy to manage the budget and finances in clear alignment with the strategic plan.	Manages budget and finances with few errors, but expenditures are not clearly aligned to the strategic plan.	Makes numerous errors in managing the budget and finances. Budget expenditures demonstrate little alignment to the strategic plan.
Stewardship	Empowers employees to be resourceful and independent stewards of district resources.	Demonstrates stewardship of district resources which includes communicating clear expectations to staff and monitoring resource conservation.	Communicates resource conservation expectations but does not monitor implementation.	Does not manage resources effectively.
Facilities	Deliberately and purposely uses creative forward thinking to provide a safe, clean and aesthetically pleasing environment to maximize student learning.	Creates, maintains and manages a safe, clean and aesthetically pleasing environment to support student learning.	Maintains and manages an environment that supports student learning.	Does not provide a safe and clean environment conducive to student learning.
Staffing	Prioritizes and creatively makes staffing decisions based on the needs of students and maximizing the attainment of the strategic plan.	Manages staffing decisions in alignment with the strategic plan as well as legal and contractual obligations.	Staffing decisions are inconsistently made and are not always aligned with the strategic plan or with legal and contractual obligations.	Makes staffing decisions that are not aligned with the strategic plan and/or with legal and contractual obligations.
Time	Plans and manages time to maximize attainment of the strategic plan in support of student learning including scheduling of employees, allocation of time for learning, meetings with stakeholders, etc.	Plans and manages both organizational and personnel time in alignment with the strategic plan to support learning.	Creates and implements a time management system for employee groups but does not actively monitor for potential issues.	Does not manage time effectively.
Safety and Security	Researches principles and current issues relating to school safety and security and is proactive in implementation.	Develops, maintains and monitors a safe and secure learning environment that supports teaching and learning.	Develops and maintains a safe and secure learning environment but does not plan to actively monitor for potential issues.	Does not provide a safe and secure learning environment.

*Administrators also meet all criteria under "Effective"

Notes:

Student Learning

A Parkway administrator ensures implementation of the learning principles and the guaranteed curriculum, monitors learning outcomes, maintains a positive climate and uses data for continuous improvement.

Descriptor	Exemplary*	Effective	Development Area	Ineffective
Learning Principles	Facilitates learning opportunities for staff to integrate district learning principles within daily practice serving as a model for others to emulate.	Ensures teachers integrate learning principles within daily practice.	Ensures that teachers know and understand Parkway learning principles but is inconsistent in monitoring incorporation into daily practice.	Does not build awareness by discussing or sharing district learning principles.
Curriculum	Develops teacher leaders to be curricular and planning resources for others.	Ensures consistent delivery of the district curriculum AND use of the backward design planning model collaborating with the TLA coordinators.	Sporadically monitors teacher's implementation of district curriculum AND use of backward design planning model.	Does not hold teachers accountable for implementing district curriculum AND backward design planning model.
Instructional Practices	Assumes leadership in supporting effective instructional practices making significant contributions to colleagues.	Utilizes knowledge of effective instruction to ensure continuous improvement of teachers' classroom practices by modeling and collaborating with teachers.	Inconsistently utilizes knowledge of effective instruction to monitor classrooms and impact teacher practices.	Does not demonstrate or utilize knowledge of effective instruction.
Learning Outcomes	Develops confident and self-directed teachers in the effective use of student outcome data so it is embedded in the daily practices of the school.	Consistently holds teachers accountable for using student outcome data and communicates with students about their specific learning.	Inconsistently holds teachers accountable for using student outcome data including the knowledge, skills and attitudes learners need to reach proficiency.	Does not use student outcome data for monitoring or decision making.
Data Analysis	Builds leadership capacity to support school-wide use of data and systematic problem solving.	Provides active leadership and process guidance to teacher/school teams as they analyze data within a problem solving process (problem identification, root causes, action plan and monitoring).	Monitors teacher/school teams as they use data to attempt to problem solve.	Does not utilize data in own practice and/or promote data use in others' practices.
Learning Expectations	Leadership results in significant sustained improvement in the learning environment (academic, social-emotional) and school structures and processes are exemplars.	Ensures a respectful learning environment that is safe, welcoming and well-designed by explicitly communicating, modeling and reinforcing positive expectations.	Inconsistently communicates and implements expectations.	Communication of expectations is not evident resulting in an environment that is not conducive to learning.
Student Support	Timely and innovative responses to student needs result in sustained improvement in student academic, social-emotional performance and physical well-being.	Develops a data based process to revisit and revise the schools response to student needs in order to continuously improve its effectiveness.	Timely, effective and systemic responses to student needs including academic, social-emotional and physical are inconsistent.	No systematic response to student needs is evident.

*Administrators also meet all criteria under "Effective"

Notes:

Strategic Planning

A Parkway administrator demonstrates commitment to and is accountable for achieving district mission and vision through the development, articulation, implementation and stewardship of school goals.

Descriptor	Exemplary*	Effective	Development Area	Ineffective
Data Collection & Analysis	Demonstrates collaborative leadership in working with colleagues in the collection of data and data analysis to ensure the accomplishment of the district's strategic plan.	Routinely gathers and analyzes multiple relevant data sources to understand current conditions and develops and implements improvement actions to meet the needs of the school.	Gathers data from few sources and is inconsistent in their application to the development and improvement of the school.	Neglects collecting data needed to improve the school.
Plan Development	Processes designed to involve all stakeholders in plan development are models for others to emulate. The plan is well-crafted, innovative and fully aligns with the district's mission and strategic plan with mindfulness of future educational conditions.	Leads, organizes, and involves stakeholders in creating a school plan that aligns with the district's mission and the strategic plan.	Seeks some stakeholder involvement without consideration of all stakeholders and/or the plan does not fully align with the district's mission and the strategic plan.	Does not involve stakeholders in plan development and/or plan does not align with the district's mission or the strategic plan.
Plan Implementation and Stewardship	Obtains the desired improvement plan outcomes in such a way as to provide a model for others to follow.	Implements, monitors and adjusts the improvement plan aligned with the district mission and vision through the ongoing use of data.	Implementation and monitoring of the improvement plan are inconsistent.	Does not implement the improvement plan.
Accountability for Results	Provides leadership among district colleagues regarding shared accountability for achieving desired plan results including conducting training and mentoring others.	Implements a collaborative system for organizational accountability of plan results.	Partially implements a plan accountability system.	Does not implement a plan accountability system.

*Administrators also meet all criteria under "Effective"

Notes:

Communication				
A Parkway administrator clearly and effectively communicates with all stakeholders, builds capacity among others within the school to effectively communicate and seek feedback from others in the school community using a variety of avenues.				
Descriptor	Exemplary*	Effective	Development Area	Ineffective
Internal Communications	Develops and implements creative and innovative means to communicate information within the school and district.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to clearly and concisely communicate mission, vision, goals and information to those within the school and district.	Primarily uses single means (e.g., face-to-face, newsletters, websites) to communicate mission, vision, goals and information to those within the school and district.	Fails to effectively communicate mission, vision, goals and information to those within the school and district.
External Communications	Develops and implements innovative and creative means to communicate information outside the organization.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to clearly and concisely communicate mission, vision, goals and information to those outside the organization.	Primarily uses single means (e.g., face-to-face, newsletters, websites) to communicate mission, vision, goals and information to those outside the organization.	Fails to effectively communicate mission, vision, goals and information to those outside the organization.
Input and Partnership	Gathers input with a systemic and ongoing process and partners with staff and stakeholders in the school and district community.	Regularly provides opportunities for input and partnership with staff and stakeholders in the school and district community.	Occasionally asks staff and stakeholders for input.	Seldom seeks feedback or help from others.
Follow-up	Deals quickly and decisively with the highest priority communication responsibilities and is able to delegate as appropriate.	Demonstrates an effective system for documenting key information, prioritizing and responding in a timely manner.	Tracks key information but doesn't always respond in a timely manner.	Relies on memory to respond to others and often fails to do so.
Responsiveness	Proactively identifies potential needs while simultaneously dealing with situations that need to be individually addressed.	Notifies the need for and reacts appropriately to situations that need to be intentionally addressed.	Responds without empathy or care causing situations to be amplified.	Falls or avoids responding to stakeholders.
Systems	Collaboratively creates and fully implements a comprehensive communication plan providing opportunities for stakeholder feedback.	Develops, implements and monitors a comprehensive plan to communicate with school and district stakeholders including crisis situations.	Inconsistently implements a communication plan.	Fails to develop and/or implement a communication plan.
Cultural Sensitivity	Engages in ongoing dialogue regarding communication needs within the school community that reflects the cultures, beliefs and values of the broader community.	Provides leadership to ensure consistency in school communication honoring the cultures, beliefs and values of others within the broader community.	Develops sporadic school communication that honors the cultures, beliefs and values of others within the broader community.	Fails to develop school communication or allows behaviors that fail to honor the cultures, beliefs and values of others within the broader community.
Listening Skills	Consistently demonstrates skills to ensure understanding of the intended message.	Engages in dialogue demonstrating active listening skills such as understanding and empathy.	Inconsistently displays active listening skills.	Fails to demonstrate active listening skills.

*Administrators also meet all criteria under "Effective"

Notes:

Leadership

A Parkway administrator promotes the success of ALL students and staff by leading with integrity, fairness and in an ethical manner.

Descriptor	Exemplary*	Effective	Development Area	Ineffective
Resources	Consistently seeks out resources beyond the school or district incorporating best practices.	Uses available resources through the school or district to enhance programs.	Utilizes a limited number of resources to enhance the programs of the school or district.	Does not access the available resources in the school or district.
Citizenship	Establishes a visible environment that promotes staff and student development and encourages them to act out of a strong sense of personal and social responsibility.	Involves students and staff in the development of a culture where character and service are honored.	Attempts to establish an environment that promotes the individual development of staff and students.	Demonstrates little or no evidence of an environment in which staff and students are developing as individuals.
Relationships	Creates an enduring, positive relationship with all stakeholders that promotes capable, curious and confident learners.	Builds positive and respectful relationships that promote acceptance and motivates others to achieve at high levels.	Interacts with staff and students inconsistently leading to confusion as to expectations.	Interacts with some staff or students in a negative, demeaning or sarcastic way.
Managerial Procedures	Efficiently implements procedures and routines to maximize programs of the school or district showing sensitivity to individual needs.	Implements procedures and routines that promote an efficient school.	Is reactive in developing policy/procedures for an efficient school.	Provides little or no leadership to develop efficient procedures and routines.
Judgment	Is proactive in developing multiple avenues for collaboration of all stakeholders enabling decision-making to be transparent and support district commitments and learning principles.	Decisions are determined collaboratively, clearly outlining how and why key decisions are being made supportive of board policies and the district mission and vision.	Decisions are made that are not always collaborative or transparent and may not always be congruent with board policies and the district mission and vision.	Decisions are made in isolation and may not be aligned with board policies and the district mission and vision.
Image	Serves as a leader whose image and demeanor promotes the success of students and is emulated by colleagues.	Projects a professional image that sets an example for the school.	Is inconsistent in projecting a professional image.	Does not project a professional image.
Scheduling	Creates an equitable schedule that maximizes student learning and teacher collaboration.	Creates a schedule that is student-centered and allows for collaboration.	Creates a schedule with some flaws and few opportunities for collaboration.	Creates a schedule that is not student driven with little or no time for collaboration.
Managerial Duties	Handles bureaucratic, contractual and legal issues in a manner that supports and enhances the learning process.	Manages bureaucratic, contractual and legal issues without disrupting the learning environment.	Sometimes allows bureaucratic, contractual and legal issues to distract from the learning process.	Mishandles bureaucratic, contractual and legal issues.

*Administrators also meet all criteria under "Effective"

Notes: