



**ADMINISTRATOR
&
SUPERVISOR**

Evaluation Booklet

**Prepared by: Curriculum and Instruction
July, 2003**



**ADMINISTRATOR & SUPERVISOR
EVALUATION BOOKLET**

DIVISIONS OF INSTRUCTION AND SCHOOL MANAGEMENT

CARROLL COUNTY PUBLIC SCHOOLS

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**Adopted: April 11, 1990
Revised: July 1, 2003**

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Preface

During the 2002-03 school year, a committee of 12 teachers, principals, supervisors, coordinators, pupil personnel workers, school psychologists, and directors was formed to revise the administrator and supervisor evaluation instruments used in Carroll County Public Schools. The committee was charged to recommend evaluation documents that would:

- Provide a more complete picture of an administrator's and supervisor's performance;
- Incorporate multiple sources of data for an administrator's and supervisor's evaluation;
- Ensure greater reliability and objectivity in measuring an administrator's and supervisor's performance; and
- Be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

What follows are the revised administrator and supervisor evaluation instruments. These new instruments:

- Are aligned with the six ISLLC Standards for School Leaders;
- Mirror the format of the teacher evaluation instruments;
- Offer three levels of performance ratings for principals and supervisors (Exceeding Standards, Meeting Standards, Not Meeting Standards) and four ratings for assistant principals (Exceeding Standards, Meeting Standards, Approaching Standards, Not Meeting Standards);
- Appraise principals, supervisors, and assistant principals based on the same six ISLLC Standards but differentiate the evaluative indicators for each group to allow for an evaluation that is more closely aligned with the roles, functions, and duties of each group;
- Allow for more concise and targeted feedback on each indicator of effectiveness while still encouraging written narrative for comments and recommendations;
- Incorporate the Characteristics of Highly Effective Administrators and Supervisors developed by the CCPS Commission on Excellence in Teaching.;
- Provide a greater accountability for the implementation of the School Improvement Plan;
- Include Descriptors for Evaluation Competencies that add clarity and definition to each indicator of effectiveness; and
- Include an optional goal-setting document.

Evaluation Procedure

Evaluation of Administrators and Supervisors

All principals, assistant principals, and supervisors are evaluated at least once every two (2) years by personnel certified by the Maryland State Department of Education and designated by the Superintendent. Principals and supervisors are evaluated by the appropriate director. Assistant principals and assistant supervisors are evaluated by the appropriate principal and supervisor respectively. Administrators and supervisors may be evaluated on a more frequent basis at the determination of the evaluator or at the request of the evaluatee. Evaluation of administrators and supervisors is to be completed by May 15.

Criteria for Evaluation

In order for any appraisal system to be equitable, it must be based upon established criteria. These criteria are predicated upon research-based conclusions of characteristics of effective educational leadership as described in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. These criteria are explained on the Descriptors for Evaluation Competencies document.

Evaluation Forms

As the time of an evaluation conference, a completed evaluation report is presented that represents a fair appraisal of the administrator's/supervisor's performance. In completing the form, all six standards are rated by the evaluator as either Meeting Standard, Exceeding Standard, Not Meeting Standard, or Approaching Standard (assistant principals only). Performance at Exceeding Standard, Not Meeting, or Approaching Standard levels requires a comment providing specifics. Comments in general are highly desirable because of the added detail they convey about strengths and weaknesses. They are to be specific and provide the basis for the professional assessment made. The rating categories are as follows:

Meeting Standard – Performance meets all standards and professional expectations. Effective practices and routine are established, which result in a productive learning and teaching environment.

Exceeding Standard – Performance consistently demonstrates high quality achievement of all indicators within a standard. There is convincing evidence of practices and routines that contribute to success in that standard.

Not Meeting Standard – Performance falls below professional expectations, resulting in a serious threat to the learning and teaching environment. There is

little or no evidence of practices and routines that contribute to success in that standard. Specific behavior is identified which requires an immediate remedy. In addition to the Meeting Standard, Exceeding Standard, and Not Meeting Standard ratings, the evaluation document for assistant principals also includes an Approaching Standard rating.

Approaching Standard – Performance fails to meet all standards and professional expectations but is not at an unacceptable level. Specific actions are identified that the assistant principal must take to address the deficiencies.

The overall rating of effectiveness shall be based on the sum of the quality points earned on each of the six standards of effectiveness. This helps to ensure greater consistency and reliability in determining the overall performance level. Each Exceeding Standard rating will earn 3 quality points, with the Meeting Standard, Approaching Standard, and Not Meeting Standard ratings earning 2, 1, and 0 quality points respectively. The quality points for all standards will be added to determine the overall rating of effectiveness.

The evaluator checks the recommendation to Re-Employ or Do Not Re-Employ on the end-of-the-year evaluation. The written evaluation report is prepared by the evaluator and shared with the evaluatee at the time of the conference. At that time, the evaluatee signs the report and receives a copy. The signature indicates only that the evaluatee has received a copy. Provision is made for written comments by the evaluatee subsequent to receiving the document. Such comments are attached to the evaluation report.

Distribution of Copies

The form is signed by the evaluator and evaluatee. The evaluatee receives the first of three (3) copies. The second is sent to the Department of Human Resources where it is placed in the employee's file. The third copy is kept by the evaluator.

Goal Forms

In addition to rating an administrator or supervisor on the specified competencies, an opportunity exists to set goals for personal or programmatic improvement.

Goals are mutually agreed upon and recorded on the goal form. Personal growth goals are for further development of already existing satisfactory skills or for skills needing improvement. Should there be a special project or individual need diagnosed by the evaluator, a particular goal or goals are introduced and prescribed.

Success in reading goals is a consideration of the evaluation. The evaluatee is rated on the scale that indicates the extent to which the goal has been accomplished.

APPENDIX A

PRINCIPAL

EVALUATION INSTRUMENTS



CARROLL COUNTY PUBLIC SCHOOLS
Administrator and Supervisor Evaluation Instrument

Name: _____ **Date:** _____

Comments/Recommendations (continue)



CARROLL COUNTY PUBLIC SCHOOLS

DESCRIPTORS FOR EVALUATION COMPETENCIES

PRINCIPALS

The following indicators describe the performance levels of a principal who meets the 6 Standards of Principal Effectiveness. A principal who consistently demonstrates high quality achievement in all indicators within a standard will be rated as exceeding that standard.

I. THE VISION OF LEARNING

1. Creates and maintains a vision that attempts to ensure that success of all students
 - a. Involves stakeholders in the development of the vision
 - b. Uses that vision to shape educational programs, plans, and actions
 - c. Uses data about all students in developing and implementing the vision
2. Communicates the vision to the school community
 - a. Periodically communicates the vision to the school community using a variety of media
 - b. Reveals a clear link between learning and teaching in the communication of the vision
 - c. Provides a forum for the stakeholders to engage in the dialogue about the vision
 - d. Ensures that the entire school community understands and supports the vision
3. Provides leadership in developing and implementing the School Improvement Plan
 - a. Leads the school community in the implementation of the vision and School Improvement Plan
 - b. Links instructional programs and strategies to the vision and School Improvement Goals
 - c. Distributes responsibility for implementing the vision and School Improvement Plan to members of the school community
4. Uses data to monitor and evaluate the vision and School Improvement Plan
 - a. Collects data periodically from a variety of sources on the school's progress toward the vision and goals
 - b. Uses student achievement data to inform learning and teaching decisions
 - c. Provides the school community an accurate report on the school's progress toward the vision and goals

II. THE CULTURE OF LEARNING AND TEACHING

5. Values and recognizes the accomplishments of students and staff
 - a. Recognizes and uses the strengths of students and staff in the development of the school culture
 - b. Rewards learning and teaching successes of all groups
 - c. Acknowledges the efforts, talents, and expertise of students and staff members
6. Supports and ensures an inclusive culture that contributes to the achievement of the vision
 - a. Builds on the diversity of the school community to achieve the vision
 - b. Identifies barriers to learning and attempts to remove those barriers
 - c. Provides equitable opportunities for the success of all students

7. Collaborates to hire, support, and evaluate staff members
 - a. Works with appropriate personnel to secure highly qualified staff
 - b. Monitors teacher performance and student learning throughout the school year
 - c. Uses teacher observations as a vehicle for professional growth and providing constructive feedback
 - d. Plans and implements meaningful professional development activities that promote learning
 - e. Evaluates staff members by recognizing accomplishments and deficiencies
 8. Monitors and evaluates the culture and stakeholder satisfaction
 - a. Surveys the teachers and staff annually regarding the effectiveness of the instructional program and school culture
 - b. Involves stakeholders to provide and analyze data about the instructional program and culture of learning
 - c. Uses survey results and other data to shape the instructional program and school culture
 - d. Is a visible, vital, and accessible presence in the school
- #### III. THE MANAGEMENT OF LEARNING
9. Makes decisions and develops procedures to ensure successful teaching and learning
 - a. Makes management decisions in a timely way that supports the school's vision
 - b. Demonstrates an understanding of learning, teaching, and student development to inform decisions
 - c. Employs ethical principles in the decision-making process to ensure fairness and equity
 - d. Recognizes and applies emerging trends to facilitate the development of school procedures and policies
 10. Explores innovative instructional methodologies that enhance student learning opportunities
 - a. Stays current with educational research and best practices
 - b. Encourages purposeful risk taking among staff to enhance student learning
 - c. Bases the continuation or abandonment of initiatives on quantitative and/or qualitative data
 11. Maximizes resources in ways that support the vision
 - a. Effectively, fairly, and creatively allocates school resources in ways that support the school's vision
 - b. Makes routine decisions related to the effective allocation and use of resources in support of successful learning and teaching

- c. Includes stakeholders in the decision making related to resource allocation
- 12. Maintains a safe, healthy, and orderly learning environment
 - a. Routinely identifies and addresses unsafe and unhealthy conditions in the school
 - b. Develops and implements rules, routines, and programs that promote a positive and inviting environment
 - c. Creates and sustains an orderly environment that is conducive to effective learning and teaching
 - d. Collaborates to develop crisis management plans
 - e. Effectively prepares for, manages, and resolves crisis situations

IV. COMMUNITY RELATIONSHIPS

- 13. Understands the needs of the school community
 - a. Collaborates with stakeholders in collecting and analyzing data concerning the needs of the school community
 - b. Demonstrates appreciation and sensitivity to the needs and prevailing values of the diverse school community
- 14. Engages the community to assist the school in achieving its vision
 - a. Establishes partnerships with community groups that contribute to successful learning and teaching
 - b. Establishes a dialogue with decision makers outside of the school
 - c. Provides opportunities for parent and community members to serve the school in achieving its vision
- 15. Models respect for diversity within the school and community
 - a. Establishes and maintains high expectations for all students and staff regardless of race, ethnicity, socioeconomic status, or gender
 - b. Encourages teachers to plan and deliver differentiated lessons designed to address the needs of diversity within the community

V. INTEGRITY, FAIRNESS, AND ETHICS

- 16. Demonstrates a personal and professional code of ethics
 - a. Is aware of and abides by the policies, laws, and regulations that govern the operation of the school
 - b. Models ethical behavior in the school and community
 - c. Interacts with all members of the school community with honesty and fairness
- 17. Uses periodic feedback to assess the administration's impact on the learning environment

- a. Provides opportunities for open and honest discussions with the school community concerning the administration's impact on the learning environment
- b. Collects and considers feedback and other data when making programmatic or procedural changes
- 18. Respects the rights and dignity of all students, staff, and parents
 - a. Ensures that all members of the school community have the opportunity to attain success
 - b. Exhibits a caring, understanding, and respectful attitude toward staff
 - c. Advocates that the rights and dignity of all student are protected
 - d. Creates and supports rules and policies that respect the rights of students, teachers, and parents
- 19. Models integrity and ethical behaviors
 - a. Demonstrates integrity and ethical behavior as a model for all members of the school community
 - b. Expects that all members of the school community act with integrity and ethical behavior

VI. THE BROADER CONTEXT OF LEARNING

- 20. Seeks ways to improve professional skills and knowledge
 - a. Participates in state and/or national educational organizations
 - b. Attends professional development conferences, workshops, and seminars
 - c. Stays abreast of current educational research and literature
 - d. Applies new learning for school improvement
- 21. Communicates changes to appropriate stakeholders
 - a. Uses a variety of media to keep members of the school community informed about changes in school program
 - b. Periodically communicates changes in the school environment in an open and honest way
 - c. Promotes two-way communication with members of the school community
- 20. Works within policies, laws, and regulations
 - a. Is aware of and implements administrative procedures consistent with federal law, state law, and school board policies
 - b. Uses policies and procedures to effect positive change in learning and teaching
 - c. Performs management duties related to school fiscal operations, inventories, facilities, equipment, and record keeping within established guidelines



CARROLL COUNTY PUBLIC SCHOOLS

Administrator and Supervisor Evaluation – Goals

Name: _____ Date: _____

Position: _____

Goals:

Activities:

Evaluation Criteria:

Evaluator: _____ **Date:** _____

Evaluatee: _____ **Date:** _____

APPENDIX B

ASSISTANT PRINCIPAL

EVALUATION INSTRUMENTS



CARROLL COUNTY PUBLIC SCHOOLS
Assistant Principal Evaluation Instrument

Name: _____ Date: _____

School: _____

STANDARDS OF ASSISTANT PRINCIPAL EFFECTIVENESS	Exceeding Standard 3	Meeting Standard 2	Approaching Standard 1	Not Meeting Standard 0	Comments are mandatory if Exceeding Standard, Approaching Standard, or Not Meeting Standard is indicated.
I. THE VISION OF LEARNING 1. Supports a vision that attempts to ensure the success of all students 2. Communicates the vision to the school community 3. Supports the implementation of the vision and School Improvement Plan 4. Uses data to monitor and evaluate the vision and School Improvement Plan					
II. THE CULTURE OF LEARNING AND TEACHING 5. Values and recognizes the accomplishments of students and staff 6. Supports a culture that contributes to the achievement of the vision 7. Supports the process of supervising and evaluating staff members 8. Monitors and provides feedback regarding the culture and stakeholder satisfaction					
III. THE MANAGEMENT OF LEARNING 9. Supports the principal's decisions to ensure successful teaching and learning 10. Performs delegated management duties effectively 11. Uses resources in ways that support the vision 12. Maintains a safe, healthy, and orderly learning environment					
IV. COMMUNITY RELATIONSHIPS 13. Understands the needs of the school community 14. Works with the community to assist the school in achieving its vision 15. Models respect for diversity within the school and community					
V. INTEGRITY, FAIRNESS, AND ETHICS 16. Demonstrates a personal and professional code of ethics 17. Uses periodic feedback to assess the administration's impact on the learning environment 18. Respects the rights and dignity of all students, staff, and parents 19. Models integrity and ethical behavior					
VI. THE BROADER CONTEXT OF LEARNING 20. Demonstrates growth as an instructional leader 21. Aids in communicating changes to appropriate stakeholders 22. Works within policies, laws, and regulations					
OVERALL EFFECTIVENESS Exceeds Standards (16-18) <input type="checkbox"/> Reemploy <input type="checkbox"/> Meets Standards (9-15) <input type="checkbox"/> Do Not Reemploy <input type="checkbox"/> Approaching Standards (6-8) <input type="checkbox"/> Does Not Meet Standards (0-5) <input type="checkbox"/> Evaluator: _____ Evaluatee: _____ <i>(Employee's signature does not necessarily indicate agreement)</i>					

Copy to: Assistant Principal / Principal / Human Resources / Director



CARROLL COUNTY PUBLIC SCHOOLS
Administrator and Supervisor Evaluation Instrument

Name: _____ Date: _____

COMMENTS / RECOMMENDATIONS (continued)



CARROLL COUNTY PUBLIC SCHOOLS

DESCRIPTORS FOR EVALUATION COMPETENCIES

ASSISTANT PRINCIPALS

The following indicators describe the performance levels of an assistant principal who meets the 6 Standards of Assistant Principal Effectiveness. An assistant principal who consistently demonstrates high quality achievement of all indicators within a standard will be rated as exceeding that standard.

I. THE VISION OF LEARNING

1. Supports a vision that attempts to ensure the success of all students
 - a. Supports the involvement of stakeholders in the development of the vision
 - b. Uses the vision to shape educational programs, plans, and actions
 - c. Uses data about all student in the implementation of the vision
2. Communicates the vision to the school community
 - a. Periodically communicates the vision to the school community using a variety of media
 - b. Reveals a clear link between learning and teaching in the communication of the vision
 - c. Provides a forum for stakeholders to engage in a dialogue about the vision
 - d. Assists in ensuring that the entire school community understands and supports the vision
3. Supports the implementation of the vision and School Improvement Plan
 - a. Assists in leading the school community in the implementation of the vision and School Improvement Plan
 - b. Links instructional programs and strategies to the vision and School Improvement Goals
4. Uses data to monitor and evaluate the vision and School Improvement Plan
 - a. Compiles data from a variety of sources on the school's progress toward the vision and goals
 - b. Uses student achievement data to inform learning and teaching decisions
 - c. Assists in developing accurate reports on the school's progress toward the vision and goals

II. THE CULTURE OF LEARNING AND TEACHING

5. Values and recognizes the accomplishments of students and staff
 - a. Recognizes and uses the strengths of students and staff in the development of the school culture
 - b. Rewards learning and teaching successes of all groups
 - c. Acknowledges the efforts, talents, and expertise of students and staff members
6. Supports a culture that contributes to the achievement of the vision
 - a. Builds on the diversity of the school community to achieve the vision
 - b. Identifies barriers to learning and attempts to remove those barriers
 - c. Provides equitable opportunities for the success of all students
7. Supports the process of supervising and evaluating staff members

- a. Works with appropriate personnel to secure highly qualified staff, as directed by the principal
- b. Monitors teacher performance and student learning throughout the school year, as assigned by the principal
- c. Uses teacher observations as a vehicle for professional growth and providing constructive feedback
- d. Plans and implements meaningful professional development activities that promote learning
- e. Supports the evaluation process as directed by the principal
8. Monitors and provides feedback regarding the culture and stakeholder satisfaction
 - a. Assists in monitoring the culture and stakeholder satisfaction
 - b. Involves stakeholders to provide an analyze data about the instructional program and culture of learning
 - c. Uses survey results and other data to help shape the instructional program and school culture
 - d. Is a visible, vital, and accessible presence in the school

III. MANAGEMENT OF LEARNING

9. Support the principal's decision to ensure successful teaching and learning
 - a. Executes management decisions in a timely way that supports the school's vision
 - b. Demonstrates an understanding of learning, teaching, and student development to inform decisions
 - c. Recognizes and applies emerging trends to facilitate the development of school procedures and policies
10. Performs delegated management duties effectively
 - a. Performs assigned tasks completely, accurately, and on time
 - b. Employs ethical principles in the decision-making process to ensure fairness and equity
11. Uses resources in ways that support the vision
 - a. Effectively uses school resources that are allocated by the principal in ways that support the school's vision
 - b. Makes routine decisions related to the effective allocation and use of resources in support of successful learning and teaching, as directed by the principal
12. Maintains a safe, healthy, and orderly learning environment

- a. Routinely identifies and addresses unsafe and unhealthy conditions in the school
 - b. Assists in developing and implementing rules, routines, and programs that promote a positive and inviting environment
 - c. Assists in creating and sustaining an orderly environment that is conducive to effective learning and teaching
 - d. Collaborates to develop crisis management plans
 - e. Effectively assists in preparing for, managing, and resolving crisis situations
- IV. COMMUNITY RELATIONSHIPS
- 13. Understands the needs of the school community
 - a. Collaborates with stakeholders in collecting and analyzing data concerning the needs of the school community
 - b. Demonstrates appreciation and sensitivity to the needs and prevailing values of the diverse school community
 - 14. Works with the community to assist the school in achieving its vision
 - a. Assists in establishing partnerships with community groups that contribute to successful learning and teaching
 - b. Establishes a dialogue with decision makers outside of the school
 - c. Provides opportunities for parent and community members to serve the school in achieving its vision
 - 15. Models respect for diversity within the school and community
 - a. Assists in establishing and maintaining high expectations for all students and staff regardless of race, ethnicity, socioeconomic status, or gender
 - b. Encourages teachers to plan and deliver differentiated lessons designed to address the needs of diversity within the community
- V. INTEGRITY, FAIRNESS, AND ETHICS
- 16. Demonstrates a personal and professional code of ethics
 - a. Is aware of and abides by the policies, laws, and regulations that govern the operation of the school
 - b. Models ethical behavior in the school and community
 - c. Interacts with all members of the school community with honesty and fairness
 - 17. Uses periodic feedback to assess the administration's impact on the learning environment
 - a. Provides opportunities for open and honest discussions with the school community concerning the administration's impact on the learning environment
 - b. Collects and considers feedback and other data when making programmatic or procedural changes
 - 18. Respects the rights and dignity of all students, staff, and parents
 - a. Ensures that all members of the school community have the opportunity to attain success
 - b. Exhibits a caring, understanding, and respectful attitude toward the staff
 - c. Advocates that the rights and dignity of all students are protected
 - d. Supports rules and policies that respect the rights of students, teachers, and parents
19. Models integrity and ethical behaviors
- a. Demonstrates integrity and ethical behavior as a model for all members of the school community
 - b. Expects that all members of the school community act with integrity and ethical behavior
- VI. THE BROADER CONTEXT OF LEARNING
- 20. Demonstrates growth as an educational leader
 - a. Participates in state and/or national educational organizations
 - b. Attends professional development conferences, workshops, and seminars
 - c. Stays abreast of current educational research and literature
 - d. Applies new learning for school improvement
 - 21. Aids in communicating changes to appropriate stakeholders
 - a. Uses a variety of media to keep members of the school community informed about changes in the school program
 - b. Periodically communicates changes in the school environment in an open and honest way
 - c. Promotes two-way communication with members of the school community
 - 22. Works within policies, laws, and regulations
 - a. Is aware of and implements administrative procedures consistent with federal law, state law, and school board policies
 - b. Uses policies and procedures to effect positive change in learning and teaching, as directed by the principal
 - c. Performs management duties related to school fiscal operations, inventories, facilities, equipment, and record keeping within established guidelines, as directed by the principal



CARROLL COUNTY PUBLIC SCHOOLS
Administrator and Supervisor Evaluation – Goals

Name: _____ **Date:** _____

Position: _____

Goals:

Activities:

Evaluation criteria:

Evaluator: _____ **Date:** _____

Evaluatee: _____ **Date:** _____

APPENDIX C

SUPERVISOR

EVALUATION INSTRUMENTS



CARROLL COUNTY PUBLIC SCHOOLS
Instructional Supervisor Evaluation Instrument

Name: _____ Date: _____

Position: _____

STANDARDS OF INSTRUCTIONAL SUPERVISOR EFFECTIVENESS	Exceeding Standard 3	Meeting Standard 2	Not Meeting Standard 0	Comments are mandatory if Exceeding Standard, Approaching Standard, or Not Meeting Standard is indicated.
I. THE VISION OF LEARNING 1. Supports the system's vision and department's mission 2. Communicates the vision to the educational community 3. Plans, develops, and implements curricular and instructional programs 4. Uses data to monitor and evaluate curriculum and instruction				
II. THE CULTURE OF LEARNING AND TEACHING 5. Values and recognizes the accomplishments of students and staff 6. Collaborates to hire, support, and evaluate staff members 7. Ensures an inclusive culture that promotes student success in the content area 8. Monitors and evaluates stakeholder satisfaction of related programs and services				
III. THE MANAGEMENT OF LEARNING 9. Makes decisions to ensure successful teaching and learning 10. Performs delegated management duties effectively 11. Explores innovative instructional methodologies that enhance student learning opportunities 12. Maximizes resources in ways that support the curriculum and related services				
IV. COMMUNITY RELATIONSHIPS 13. Understands the needs of the educational community 14. Engages the community in enhancing curricular programs 15. Models respect for diversity within the school and community				
V. INTEGRITY, FAIRNESS, AND ETHICS 16. Demonstrates a personal and professional code of ethics 17. Uses periodic feedback to assess the supervisor's impact on the teaching and learning environment 18. Respects the rights and dignity of all students, staff, and parents 19. Models integrity and ethical behavior				
VI. THE BROADER CONTEXT OF LEARNING 20. Seeks ways to improve professional skills and knowledge 21. Communicates changes to appropriate stakeholders 22. Works within policies, laws, and regulations				
OVERALL EFFECTIVENESS Exceeds Standards (16-18) <input type="checkbox"/> Reemploy <input type="checkbox"/> Meets Standards (9-15) <input type="checkbox"/> Do Not Reemploy <input type="checkbox"/> Does Not Meet Standards (0-8) <input type="checkbox"/> Evaluator: _____ Evaluatee: _____ <i>(Employee's signature does not necessarily indicate agreement)</i>				

Copy to: Supervisor / Human Resources / Director



CARROLL COUNTY PUBLIC SCHOOLS
Administrator and Supervisor Evaluation Instrument

Name: _____ **Date:** _____

COMMENTS / RECOMMENDATIONS (continued)



CARROLL COUNTY PUBLIC SCHOOLS DESCRIPTURES FOR EVALUATION AND COMPETENCIES INSTRUCTIONAL SUPERVISORS

The following indicators describe the performance levels of an instructional supervisor who meets the 6 Standards of Instructional Effectiveness. An instructional supervisor who consistently demonstrates high quality achievement of all indicators within a standard will be rated as exceeding that standard.

I. THE VISION OF LEARNING

1. Supports the system's vision and department's mission
 - a. Aligns programs and services with the vision and mission
 - b. Uses the vision and mission to inform planning and decision-making
 - c. Uses student achievement data to monitor progress toward the vision
2. Communicates the vision to the educational community
 - a. Periodically communicates the vision to the educational community using a variety of media
 - b. Reveals a clear link between learning and teaching in the communication of the vision
 - c. Ensures that the entire educational community understands and supports the vision
3. Plans, develops, and implements curricular and instructional programs
 - a. Uses data to identify specific needs in the curricular and instructional program
 - b. Involves stakeholders in planning and writing new curriculum
 - c. Provides training to teachers in the implementation of the new curriculum
 - d. Follows department procedures and guidelines for developing new curriculum
4. Uses data to monitor and evaluate curriculum and instruction
 - a. Collects data periodically from a variety of sources on the effectiveness of curriculum
 - b. Uses student achievement data to inform learning and teaching decisions
 - c. Provides the educational community an accurate report on the system's progress toward the vision

THE CULTURE OF LEARNING AND TEACHING

5. Values and recognizes the accomplishments of students and staff
 - a. Rewards learning and teaching successes of all groups
 - b. Acknowledges the efforts, talents, and expertise of students and staff members
6. Collaborates to hire, support, and evaluate staff members
 - a. Works with appropriate personnel to secure highly qualified staff
 - b. Monitors teacher performance and student learning throughout the school year
 - c. Uses teacher observations as a vehicle for professional growth and providing constructive feedback
 - d. Plans and implements meaningful professional development activities that promote learning

- e. Evaluates staff members by recognizing accomplishments and deficiencies
7. Ensures an inclusive culture that promotes student success in the content area
 - a. Ensures that all curriculum meets the demands of the Educational That Is Multicultural bylaw
 - b. Recommends textbooks and instructional materials that are free of stereotypes and bias
 - c. Identifies barriers to learning and attempts to remove those barriers
 - d. Provides equitable opportunities for the success of all students
8. Monitors and evaluates stakeholder satisfaction of related programs and services
 - a. Surveys teachers periodically regarding the effectiveness of the curricular and instructional program
 - b. Involves stakeholders to provide and analyze data about the curricular and instructional program
 - c. Uses survey results and other data to shape the curricular and instructional program
 - d. Is a visible, vital, and accessible presence in the schools

III. THE MANAGEMENT OF LEARNING

9. Makes decisions and develops procedures to ensure successful teaching and learning
 - a. Makes decisions based on an understanding of learning, teaching, and student development
 - b. Recognizes and applies emerging trends to facilitate program and school improvement
10. Performs delegated management duties effectively
 - a. Performs assigned tasks completely, accurately, and on time
 - b. Employs ethical principles in the decision-making process to ensure fairness and equity
11. Explores innovative instructional methodologies that enhance student learning opportunities
 - a. Stays current with educational research and best practices
 - b. Encourages purposeful risk taking among staff to enhance student learning
 - c. Bases the continuation or abandonment of initiatives on quantitative and/or qualitative data
12. Maximizes resources in ways that support the curriculum and related services

- a. Effectively, fairly, and creatively allocates resources in ways that support the curriculum
- b. Makes routine decisions related to the effective allocation and use of resources in support of successful learning and teaching
- c. Includes stakeholders in the decision making related to resource allocation

IV. COMMUNITY RELATIONSHIPS

- 13. Understands the needs of the educational community
 - a. Collaborates with stakeholders in collecting and analyzing data concerning the needs of the educational community
 - b. Demonstrates appreciation and sensitivity to the needs and prevailing values of the diverse educational community
- 14. Engages the community in enhancing curricular programs
 - a. Enhances partnerships with community groups that contribute to successful learning and teaching
 - b. Maintains a dialogue with community decision makers
 - c. Provides opportunities for parent and community members to understand curriculum issues and give input
- 15. Models respect for diversity within the school and community
 - a. Establishes and maintains high expectations for all students and staff regardless of race, ethnicity, socioeconomic status, or gender
 - b. Encourages teachers to plan and deliver differentiated lessons designed to address the needs of diversity within the community

V. INTEGRITY, FAIRNESS, AND ETHICS

- 16. Demonstrates a personal and professional code of ethics
 - a. Is aware of and abides by the policies, laws, and regulations that govern the operation of the school
 - b. Models ethical behavior in the school and community
 - c. Interacts with all members of the school community with honesty and fairness
- 17. Uses periodic feedback to assess the supervisor's impact on the teaching and learning environment
 - a. Provides opportunities for open and honest discussions with the educational community concerning the supervisor's impact on the teaching and learning environment
 - b. Collects and considers feedback and other data when making programmatic or procedural changes
- 18. Respects the rights and dignity of all students, staff, and parents
 - a. Ensures that all members of the educational community have the opportunity to attain success
 - b. Exhibits a caring, understanding, and respectful attitude toward the staff
 - c. Advocates that the rights and dignity of all students are protected
 - d. Creates and supports rules and policies that respect the rights of students, teachers, and parents
- 19. Models integrity and ethical behavior

- a. Demonstrates integrity and ethical behavior as a model for all members of the educational community
- b. Expects that all members of the educational community act with integrity and ethical behavior

VI. THE BROADER CONTEXT OF LEARNING

- 20. Seeks ways to improve professional skills and knowledge
 - a. Participates in state and/or national educational organizations
 - b. Attends professional development conferences, workshops, and seminars
 - c. Stays abreast of current educational research and literature
 - d. Applies new learning for school improvement
- 21. Communicates changes to appropriate stakeholders
 - a. Uses a variety of media to keep members of the educational community informed about change in curricular and instructional programs
 - b. Promotes two-way communication with members of the community
- 22. Works within policies, laws, and regulations
 - a. Is aware of and implements administrative procedures consistent with federal law, state law, and school board policies
 - b. Uses policies and procedures to effect positive change in learning and teaching
 - c. Performs management duties related to school fiscal operations, inventories, facilities, equipment, and record keeping within established guidelines



CARROLL COUNTY PUBLIC SCHOOLS

Administrator and Supervisor Evaluation – Goals

Name: _____ Date: _____

Position: _____

Goals:

Activities:

Evaluation Criteria:

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____