PERRIS ELEMENTARY SCHOOL DISTRICT
Administrative Evaluation

Name of Administrator:

Year of Evaluation:

Site:

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (CPSELS)

Standard 1 [ ]   **Rating:**

Low   High

1   2   3   4   5

5 = Excellent   **2 = Needs Improvement**
4 = Good   **1 = Poor**
3 = Satisfactory   **NA = Not Applicable**

*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.***

Rating:

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans and activities to ensure integration, articulation and consistency with the vision.
- Use the influence of diversity to improve teaching and learning.

Evidence of Progress:

Standard 2		**Rating:**					**5 = Excellent**	**2 = Needs Improvement**
		Low				High	**4 = Good**	**1 = Poor**
		1	2	3	4	5	**3 = Satisfactory**	**NA = Not Applicable**

*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 staff professional growth.***

- Create an accountability of teaching and learning based on student learning standards.
- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Promote equity, fairness, and respect among all members of the school community.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- Facilitate the use of appropriate learning materials and learning strategies, which include the following:
  - students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry and emphasis on quality versus quantity, and appropriate and effective technology.

Evidence of Progress:

Standard 3 [ ]   **Rating:**   **5 = Excellent**   **2 = Needs Improvement**
                    <u>Low</u>   <u>High</u>   **4 = Good**   **1 = Poor**
                    1   2   3   4   5   **3 = Satisfactory**   **NA = Not Applicable**

*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.***

- Monitor and evaluate the programs and staff at the site.
- Establish school structures, patterns, and processes that support student learning.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- Align fiscal, human, and material resources to support the learning of all students and all groups of students.
- Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.
- Utilize effective and nurturing practices in establishing student behavior management systems.

Evidence of Progress:

Standard 4 ☐   **Rating:**   **5 = Excellent**   **2 = Needs Improvement**

<u>Low</u>   <u>High</u>   **4 = Good**   **1 = Poor**
1   2   3   4   5   **3 = Satisfactory**   **NA = Not Applicable**

*A school administrator is an educational leader who promotes the success of all students **by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***

- Incorporate information about family and community expectations into school decision-making and activities.
- Recognize the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and with respect.
- Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media methods.

Evidence of Progress:

Standard 5 ☐   **Rating:**   **5 = Excellent**   **2 = Needs Improvement**
                 <u>Low</u>   <u>High</u>   **4 = Good**   **1 = Poor**
                 1   2   3   4   5   **3 = Satisfactory**   **NA = Not Applicable**

*A school administrator is an educational leader who promotes the success of all students by **modeling a personal code of ethics and developing professional leadership capacity.***

- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management and evaluation.
- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership management practices, and equity.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- Engage in professional and personal development.
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- Use the influence of the office to enhance the educational program rather than for personal gain.
- Protect the rights and confidentiality of students and staff.

Evidence of Progress:

Standard 6 [ ] **Rating:**   **5 = Excellent**   **2 = Needs Improvement**

<u>Low</u>   <u>High</u>   **4 = Good**   **1 = Poor**

1   2   3   4   5   **3 = Satisfactory**   **NA = Not Applicable**

*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.***

- View oneself as a leader of a team and also a member of a larger team.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- General support for the school by two-way communication with key decision makers in the school community.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Evidence of Progress:

Administrator's Signature: **Date:**

Superintendent's Signature: **Date:**