

Administrative Evaluation Procedures



Pendleton School District
Pendleton, OR

Revised August 20, 2014

ADMINISTRATIVE EVALUATION CYCLE

Fall

- Complete Self-Assessment
- Meet with Supervisor to discuss vision and goals
- Create Student Growth and Performance Goals
 - Goals should be stated in **SMART** form (**S**pecific and **S**trategic; **M**easurable; **A**ction-oriented; **R**igorous, **R**ealistic and **R**esults-focused; **T**imed and **T**racked. (Complete a separate form for each goal)
- Observations of practice begin. Observations will include but are not limited to:
 - Regular meetings with supervisor to discuss performance and leadership
 - Mini-observations of teachers completed with supervisor
 - Building learning walks with full leadership team
 - Participation in building and district-level meetings

Winter

- Begin compiling data on target areas
- Midyear performance review with supervisor
- Staff Survey is administered and an analysis of survey results is reviewed with supervisor
- Goals Progress Report
- Observations of practice continue

Spring

- Observations of practice continue
- Educational leader's self-assessment is reviewed with supervisor
- Final conference with supervisor – During this conference the educational leader will bring artifacts to support goal progress
- Supervisor completes evaluation form

PERFORMANCE EVALUATION CYCLE – All educational leaders will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, performance reviews, staff survey results, observations of professional practice and a written evaluation. The expectation for performance, set by the District, is that an educational leader will perform at a minimum of the “Accomplished” level. Any areas where the leader performs at the “Basic” level will be targeted areas for goal setting. Any areas marked as “Developing” level or below will be required areas for targeted goal setting and/or a Program of Assistance for Improvement.

GOAL SETTING – Each educational leader will establish four goals for the school year. Progress toward these goals will be reflected in the leader’s summative evaluation.

STUDENT GROWTH GOALS – Educational leaders will establish at least two student growth goals as evidence of the educational leader’s contribution to school-wide student learning and growth. At least one goal must come from category 1 on the following table.

Types of Measures for Student Learning and Growth for Educational leader Evaluations		
Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon’s state assessments <ul style="list-style-type: none"> ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments¹ 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide
2	<ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria²

From the ODE Guidance for Setting Student Learning and Growth (SLG) Goals, June 2014

Student growth goals and measures should align with Achievement Compact indicators where applicable:

- Grade 3 proficiency in reading and grade 5 proficiency in math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 6 on-track, as measured by rates of chronic absenteeism;
- Grade 8 math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism;
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment;
- Four-year cohort graduation and five-year completion rates; and
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

From the Oregon Framework for Teacher and Educational leader Evaluation and Support Systems, July, 2012

Student Learning and Growth Goal Quality Review Checklist

For an SLG goal to be approved, all criteria on the chart below must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning and Growth Goals		
Is the SLG goal written as a “growth” goal vs. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)	<input type="checkbox"/>	<input type="checkbox"/>
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?	<input type="checkbox"/>	<input type="checkbox"/>
Is the SLG goal measurable and challenging, yet attainable?	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONAL RESPONSIBILITIES & PRACTICE GOALS – Educational leaders will establish at least one Professional Practice or Professional Responsibility goal according to the following guidelines:

Summative Rating	# of Goals	How Goal Area is Selected
Developing	2	Goal areas selected by Supervisor
Basic	2	Goal areas selected with Supervisor
Accomplished	2	Goal Selected by Administrator
Distinguished	2	Goal Selected by Administrator

PROFESSIONAL DEVELOPMENT - Professional development for administrators will be aligned with Professional Responsibility & Practice Goals and with district or building initiatives. Learning walks, book studies and training specific to inter-rater reliability for evaluation of teacher performance will be directed by the Assistant Superintendent for all administrators. Professional development designed to meet specific individualized needs for administrators will be delivered via coaching and mentoring with the administrator's supervisor.

PROGRAM OF ASSISTANCE FOR IMPROVEMENT –Plan which is developed by the educational leader and his/her direct supervisor and, where appropriate, in concert with Assistant Superintendent. The plan must define specific deficiencies, specific actions to be taken by the educational leader, specific resources and assistance to be provided, appropriate monitoring and assessment of progress, designated timelines, and clear notice that failure to improve will result in non-extension or dismissal. If progress has been made but not all standards are consistently met by the designated timeline, then a new, revised, or extended Program of Assistance for improvement may be written. A Program of Assistance for Improvement may be extended in order for the educational leader to demonstrate consistent performance.

DISMISSAL procedures are defined in ORS 342.805 – 342-937 Fair Dismissal.

The Superintendent recommends to the Board approval of each educational leader's employment status. A recommendation is made by March 15. After a probationary period of three years, an educational leader will be granted contract status if they meet or exceed the performance standards expected of Pendleton School District educational leaders. In cases where a Plan of Assistance for Improvement has been implemented, a decision to dismiss may be made at the end of the plan.

Pendleton School District Educational Leadership Standards

Based on ISLLC Standards

STANDARD 1 – Visionary Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

- A. The educational leader collaboratively develops and implements a shared vision and mission.
- B. The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.
- C. The educational leader creates and implements plans to achieve goals.
- D. The educational leader promotes continuous and sustainable improvement.
- E. The educational leader monitors and evaluates progress and revises plans accordingly.

STANDARD 2 – Instructional Improvement

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

- A. The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.
- B. The educational leader creates a comprehensive, rigorous and coherent curricular program.
- C. The educational leader creates a personalized and motivating learning environment for students.
- D. The educational leader ensures the development of assessment and accountability systems to monitor student progress.
- E. The educational leader develops the instructional and leadership capacity of staff.
- F. The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.
- G. The educational leader monitors and evaluates the impact of instruction.

STANDARD 3 – Effective Management

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

- A. The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.
- B. The educational leader promotes and protects the welfare and safety of students and staff.
- C. The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.

STANDARD 4 – Inclusive Practice

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

- A. The educational leader collects and analyzes data pertinent to student equity and achievement gaps.
- B. The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.
- C. The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.

STANDARD 5 – Ethical Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

- A. The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect.
- B. The educational leader demonstrates behaviors that are honest, transparent and consistent.
- C. The educational leader ensures a system of accountability for every student's academic and social success.

STANDARD 6 – Socio-Political Context

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

- A. The educational leader advocates for children and families.
- B. The educational leader acts to influence local, district, state and national decisions affecting student learning.
- C. The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.

Multiple Measures Aligned to Educational Leadership/Educational leader Standards (ISLLC) for Educational leader Evaluations

MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/EDUCATIONAL LEADER STANDARDS					
Evaluation of an educational leader’s performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
(A) Professional Practice <i>Evidence of school leadership practices, teacher effectiveness, and organizational conditions.</i>	a. Observation of Leadership Practice: <i>Evaluator’s observation, documentation and feedback on an educational leader’s leadership practices; both formal and informal</i>					
	b. Examination of Artifacts <i>Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback</i>					
(B) Professional Responsibilities <i>Evidence of educational leader’s progress toward their own professional goals and contribution to school wide and district goals.</i>				<i>Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback</i>		
(C) Student Learning and Growth <i>Evidence of educational leaders’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</i>	Educational leaders will establish at least two student learning and growth goals and select measures from the categories below. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Other school-wide or district-wide measures One goal must include evidence from state assessments (i.e., building-level data in reading and math, including all subgroups) from Category 1.					

From the Oregon Framework for Teacher and Educational leader Evaluation and Support Systems, July, 2012

STANDARD 1 – Visionary Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

PSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Collaboratively develops and implements a shared vision and mission	The vision or mission for the school and what the school stands for is not fully developed.	The majority of staff and students understand the vision and mission of the school.	All staff and students understand the vision and mission of the school. The vision and mission guide school practices.	Characteristics and qualities of the school’s mission and vision are highly evident throughout the school community. The vision and mission drive school practices.
B. Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning	Inconsistently uses data to assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals. Decisions are not always data-driven.	Uses data to accurately assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses data to accurately assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses, and empowers others in the use of data to accurately assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals as evidenced by student achievement.
C. Creates and implements plans to achieve goals	Staff have little understanding of goals or effective methods or activities to achieve them.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood by most staff.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood and implemented by all staff.	School and staff goals are communicated effectively and staff are motivated and empowered to implement methods and activities to achieve goals.
D. Promote continuous and sustainable improvement	Does not develop effective plans and processes for implementing the vision.	Develops plans and processes for implementing the vision by doing some of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources amongst shared leadership within a highly motivated staff.
E. Monitors and evaluates progress and revises plans accordingly	Does not use multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Uses multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Consistently uses multiple data sources to evaluate educator and school performance. Regularly provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Engages staff in consistently using multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated data and a comprehensive diagnosis leading to a results-orientated strategic plan.

STANDARD 2 – Instructional Improvement

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

PSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations	Does not foster an atmosphere of trust and is unapproachable. Has inconsistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistently high expectations for staff and student performance.	Models collaboration. Fosters an atmosphere of trust and is approachable by staff and students. Staff and students feel safe to take learning risks. Staff and students have consistently high expectations for their performance.
B. Creates a comprehensive, rigorous and coherent curricular program.	Follows the current curricular program.	Monitors the curricular program.	Consistently and effectively monitors the curricular program to ensure continued rigor.	Models high expectations of rigor for all curricular programs. Empowers staff to monitor and improve curriculum related to teaching assignments.
C. Creates a personalized and motivating learning environment for students.	Inconsistently monitors the learning environment for students.	Monitors and nurtures the learning environment for all students.	Consistently and effectively monitors and nurtures the success of every student.	Models a genuine interest in the personal success of every student. Creates a school culture which is motivating for staff and students.
D. Ensures the development of assessment and accountability systems to monitor student progress	Inconsistently supports the PLC process and often uses the PLC time for other needs.	Promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics, as evidenced by student achievement.
E. Develops the instructional and leadership capacity of staff	Inconsistently supports professional development and leadership opportunities. Professional development is unconnected to student or staff needs. PLC meetings are not effective, norms and protocols are not consistently followed.	Collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities.	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and empowers teachers to pursue leadership opportunities.
F. Promotes the use of the most effective and appropriate technologies to support teaching and learning	Inconsistently provides training on the use of technologies for the improvement of instruction. Does not model the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Is an example of the effective use of technology and best practices as reflected in staff meetings, observations and conversations.
G. Monitors and evaluates the impact of instruction	Inconsistently monitors the quality, fidelity, and rigor of instructional practices.	Monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices and empowers staff to do the same.

STANDARD 3 – Effective Management

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

PSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources	Resource allocations may not align with the vision for the school. Resources are not used effectively and responsibly.	Resource allocations are aligned with the vision for the school. Resources are used effectively and responsibly.	Resource allocations are prioritized to align with the school's vision. Resources are efficiently and responsibly used. The educational leader is innovative in obtaining additional resources.	Resource allocations and expenditures enhance and promote the school's vision. The educational leader builds and promotes staff capacity to obtain additional resources which directly impact student achievement.
B. Promotes and protects the welfare and safety of students and staff	Communicates safety and behavior expectations inconsistently to staff and students.	Clearly communicates safety and behavior expectations to staff and students. Reinforces expectations.	Clearly and consistently communicates safety and behavior expectations to staff and students. Creates systems to reinforce expectations.	Clearly communicates and collaborates with staff and students in establishing building safety plans and behavior guidelines that promote student achievement. Staff and students can articulate the importance of expectations.
C. Ensures teacher and organizational time is focused to support quality instruction and student learning	Instructional time for core content varies from classroom to classroom.	Instructional time for core content is consistent from classroom to classroom.	Ensures that instructional time is focused and protected to support quality, intensity and student learning.	Ensures that all teacher and instructional time is focused and protected to support quality instruction and student learning. Engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.

STANDARD 4 – Inclusive Practice

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

PSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Collects and analyzes data pertinent to student equity and achievement gaps	Uses data resources which do not represent the full picture of school performance and does not analyze the data accurately.	Identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately. The results have a direct impact on student achievement.
B. Understands and integrates the community's diverse cultural, social and intellectual resources	Misunderstands and/or inconsistently integrates the community's diverse cultural, social and intellectual resources.	Understands and integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently includes staff and students in integrating the community's diverse cultural, social and intellectual resources.
C. Builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.	Rarely visible to the public, staff and students. No partnerships exist to support students and staff. Leader is unresponsive to stakeholder needs and does not involve them in school decision making.	Visible to the public, staff and students. Partnerships exist to support students and staff. Leader is responsive to stakeholder needs and involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs and consistently involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs. Proactively seeks community partnerships that effect student achievement and school decision-making.

STANDARD 5 – Ethical Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

PSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	Occasionally engages in unprofessional behavior.	Maintains appropriate confidentiality and integrity.	Maintains a professional demeanor, demonstrates integrity, models ethical behavior, and contributes to the profession.	Is a role model who consistently demonstrates integrity, fairness, and ethical behavior; proactively contributes to the development of others and provides service to the profession.
B. Demonstrates behaviors that are honest, transparent and consistent	Lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally exercises sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably exercises sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and has the same expectations for staff.	Is a model of sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Has the same expectations for staff.
C. Ensures a system of accountability for every student’s academic and social success	Supports staff and families to identify student needs and necessary support systems resulting in minimal success.	Works with staff and families to identify student needs and necessary support systems, resulting in student success.	Models the identification of each student’s academic, social, emotional and behavioral needs. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in student success.	Models the identification of each student’s academic, social, emotional and behavioral needs. Empowers staff, students and families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in high levels of student achievement.

STANDARD 6 – Socio-Political Context

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

PSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Advocates for children and families	Advocates for children and families with inconsistent results.	Advocates for children and families resulting in some student successes.	Models advocacy for children and families resulting in student successes.	Empowers staff, children and families to advocate for themselves resulting in high levels of student achievement.
B. Acts to influence local, district, state and national decisions affecting student learning	Attends to local factors (within the school or district) that influence student success.	Attends to local factors (within the school and district) that influence student success, and is aware of larger political, social or economic context.	Attends to and takes an active role in political, social, economic, legal and cultural factors and their influence on school and student success.	Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.
C. Accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies	Is aware of emerging trends but does not adjust leadership strategies accordingly.	Is aware of emerging trends and makes attempts to adjust leadership strategies accordingly.	Has a complete understanding of emerging trends and is able to successfully adapt leadership strategies to maximize effects on student learning.	Has an in-depth understanding of emerging trends and is able to effectively adapt leadership strategies. Is a catalyst for positive change in the district.

Student Learning and Growth

The rubric below will be used to evaluate the administrator’s Student Learning and Growth Goals. Each goal will be evaluated independently. However, and overall rating for Student Learning and Growth will be reflected in the administrator’s evaluation.

	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
Student Growth Goal Statement	<p>Less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.</p>	<p>70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.</p>	<p>Approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.</p>	<p>Approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.</p>

PSD GOALS PROCESS TEMPLATE FOR ADMINISTRATORS

Administrator	
Assignment	
Building	
Supervisor	

Initial Conference	Content The goal is being written around which grade/subject/level/identified performance area?			
	Assessments What assessments will be used to measure student growth?	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____		
	Context How was this goal selected (by whom and to meet what specific outcome)?			
	Baseline Data What information did I use to set my goal? What are the learning needs of the students? What are the leadership needs and who are the stakeholders? Attach supporting data.			
	Growth Goal Statement (Written in SMART format)			
	Rationale Why was this goal selected?			
	Strategies for Improvement How will I support teachers and students in attaining this goal? Provide specific actions that will lead to goal attainment.			
	Professional Learning and Support What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
	Professional Growth Goal(s)			
	Strategies How will I attain this goal?			
	Professional Learning and Support What professional development or support will help you reach this goal?			
Administrator Signature:	Date:	Supervisor Signature:	Date:	

Mid-Year Review	Collaborative Mid-Year Data Review What progress has been made? Attach supporting data.			
	Strategy Modification What adjustments need to be made to my strategies?			
	Administrator Signature:	Date:	Supervisor Signature:	Date:

Evaluation Conference	End-of-Year Data What does the end of the year data show? Attach data.			
	Reflection on Results Overall, what worked, or what should be refined?			
	Professional Growth Reflection How can I use the results from my goals and my self-assessment to support my continued professional growth?			
	Administrator Signature:	Date:	Supervisor Signature:	Date:

Pendleton School District Principal Evaluation Form

This survey is designed for you to rate your principal on each of the PSD Leadership Performance Standards.

For each of the following statements, circle the response that most accurately describes your perceptions about the principal in your school.

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; NA = No basis for evaluation

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

The educational leader collaboratively develops and implements a shared vision and mission.	1	2	3	4	NA
The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.	1	2	3	4	NA
The educational leader creates and implements plans to achieve goals.	1	2	3	4	NA
The educational leader promotes continuous and sustainable improvement.	1	2	3	4	NA
The educational leader monitors and evaluates progress and revises plans accordingly.	1	2	3	4	NA

Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.	1	2	3	4	NA
The educational leader creates a comprehensive, rigorous and coherent curricular program.	1	2	3	4	NA
The educational leader creates a personalized and motivating learning environment for students.	1	2	3	4	NA
The educational leader ensures the development of assessment and accountability systems to monitor student progress.	1	2	3	4	NA
The educational leader develops the instructional and leadership capacity of staff.	1	2	3	4	NA
The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.	1	2	3	4	NA
The educational leader monitors and evaluates the impact of instruction.	1	2	3	4	NA

Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.	1	2	3	4	NA
The educational leader promotes and protects the welfare and safety of students and staff.	1	2	3	4	NA
The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.	1	2	3	4	NA

Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

The educational leader collects and analyzes data pertinent to student equity and achievement gaps.	1	2	3	4	NA
The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.	1	2	3	4	NA
The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.	1	2	3	4	NA

Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.

The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect.	1	2	3	4	NA
The educational leader demonstrates behaviors that are honest, transparent and consistent.	1	2	3	4	NA
The educational leader ensures a system of accountability for every student's academic and social success.	1	2	3	4	NA

Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The educational leader advocates for children and families.	1	2	3	4	NA
The educational leader acts to influence local, district, state and national decisions affecting student learning.	1	2	3	4	NA
The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.	1	2	3	4	NA

Pendleton School District Educational Leader Self-Evaluation Form

This survey is designed for you to rate yourself in each of the PSD leadership performance standards. The results of this evaluation will be discussed with your supervisor at your final evaluation and will be used as one piece of evidence in guiding your professional development.

Reflect on each statement and rate yourself (*Developing, Basic, Accomplished or Distinguished*) based on the PSD Leadership Performance Standard Rubric.

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Guiding Statement	Rating
Do I collaboratively develop and implement a shared vision and mission?	
Do I collect and use data to identify goals, assess organizational effectiveness and promote organizational learning?	
Do I create and implement plans to achieve goals?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Guiding Statement	Rating
Do I nurture and sustain a culture of collaboration, trust, learning and high expectations?	
Do I create a comprehensive, rigorous and coherent curricular program?	
Do I create a personalized and motivating learning environment for students?	
Do I ensure the development of assessment and accountability systems to monitor student progress?	
Do I develop the instructional and leadership capacity of staff?	
Do I promote the use of the most effective and appropriate technologies to support teaching and learning?	
Do I monitor and evaluate the impact of instruction?	

Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Guiding Statement	Rating
Do I obtain, allocate, align and efficiently use human, fiscal and technological resources?	
Do I promote and protect the welfare and safety of students and staff?	
Do I ensure teacher and organizational time is focused to support quality instruction and student learning?	

Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Guiding Statement	Rating
Do I collect and analyze data pertinent to student equity and achievement gaps?	
Do I understand and integrate the community's diverse cultural, social and intellectual resources?	
Do I build and sustain positive and productive relationships with all stakeholders and involve them in school decision making processes?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.

Guiding Statement	Rating
Do I demonstrate respect for the rights of others with regard to confidentiality and dignity and engage in honest interaction to promote such respect?	
Do I demonstrate behaviors that are honest, transparent and consistent?	
Do I ensure a system of accountability for every student's academic and social success?	

Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Guiding Statement	Rating
Do I advocate for children and families?	
Do I act to influence local, district, state and national decisions affecting student learning?	
Do I access, analyze and anticipate emerging trends and initiatives in order to adapt my leadership strategies?	

Areas for professional growth:

LEADERSHIP PERFORMANCE SUMMARY

Educational leader:

Professional Practice & Responsibilities:	Developing (1)	Basic (2)	Accomplished (3)	Distinguished (4)
Standard 1 Visionary Leadership				
Standard 2 Instructional Improvement				
Standard 3 Effective Management				
Standard 4 Inclusive Practice				
Standard 5 Ethical Leadership				
Standard 6 Socio-Political Context				
Progress on Professional Goals	Does not meet the goal(s)	Nearly meets the goal(s)	Meets the goal(s)	Exceeds the goal(s)
Goal 1:				
Goal 2: (if applicable)				
Rating for Professional Practice & Responsibilities				

The educational leader will receive an overall rating for each standard. The individual strands for each standard will guide professional development.

Educational leader's Goals:

Leadership Impact	Developing (1)	Basic (2)	Accomplished (3)	Distinguished (4)
Progress on Student Growth Goal 1:				
Progress on Student Growth Goal 2:				
Rating for Student Learning and Growth				

Summary of Goal Progress:

OVERALL SCORE: (The Oregon Matrix for Summative Evaluations will be used to identify the administrator's overall summative rating.)	Developing	Basic	Accomplished	Distinguished
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Significant Achievements:

Focus Areas for Growth:

Supervisor

Date

Educational leader

Date

Signatures above indicate the content of this evaluation was shared with the Educational leader.

Determination of Summative Rating

As per the guidance from the Oregon Department of Education dated 5/1/14, the Educator’s Summative Rating will be determined as follows:

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR) (Standards 1 – 6 and Professional Goals)

First, the evaluator will need to determine the combined performance level for PP/PR based on the rubric. The evaluator will already have gauged the administrator’s performance on each standard/performance indicator on the rubric with four performance levels. The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
 - 3.6 - 4.0 = 4 PP/PR
 - 2.81-3.59 =3 PP/PR
 - 1.99 – 2.8 = 2 PP/PR*
 - < 1.99 = 1 PP/PR

***PP/PR Scoring Rule:** If the educator scores two 1’s in any PP/PR component and his/her average score falls between 1.99-2.499, the educator’s performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. X-Axis: Student Learning and Growth (SLG) (Domain V)

After the administrator’s PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator’s rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric. All educators will set two SLG goals annually. *Administrators must use Category 1 assessments for one of the two goals.*

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: <ul style="list-style-type: none"> • 4 on both goals 	You could score: <ul style="list-style-type: none"> • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal 	You could score: <ul style="list-style-type: none"> • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal 	You could score: <ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on one goal

The Oregon Matrix for Summative Evaluations

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a summative performance level which leads to a Professional Growth Plan for the administrator. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	DISTINGUISHED	ACCOMPLISHED	ACCOMPLISHED	DISTINGUISHED	DISTINGUISHED
	ACCOMPLISHED	BASIC	ACCOMPLISHED	ACCOMPLISHED	ACCOMPLISHED
	BASIC	BASIC	BASIC	BASIC	BASIC
	DEVELOPING	DEVELOPING	DEVELOPING	DEVELOPING	BASIC
	DEVELOPING	BASIC	ACCOMPLISHED	DISTINGUISHED	
X-AXIS: Rating on Student Learning and Growth					