Step 1: Evaluatee Self-Assessment

Educator Name _____ **Educator ID** _____ **School Year** _____

District _____ **Building** _____

Years in profession _____ **Years in this position in this USD** _____

Evaluator _____

Construct 1: Setting Direction

Building leaders create climates of inquiry that challenge the school's community to continually improve by building on its core values and beliefs and developing the pathway to reach them.

1.1 Participation in a Team to Create a Vision and Mission   Goal

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was procedural or superficial.	The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision. The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs.	The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining.	The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (appropriate and varied) internal and external sources, and collaborating throughout the process of defining the vision.
	The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.	The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.	The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.	The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.

Evidence for Component 1.1: Please describe any artifacts to be included in the evaluation file.

1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan

Goal

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to communicate and embed the school vision into the culture and decision-making process of the school.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates the building leader developed a minimal or generic plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.	The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/data from a few sources.	The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple, yet similar, sources.	The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.
	The evidence indicates the building leader produced a plan. However, it includes trivial, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drives decisions and informs the culture of the school.	The evidence indicates the building leader produced a plan that includes appropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs and student-focused goals) drives decisions and informs the culture of the school.	The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and processes to ensure the school's identity (vision, mission, values, beliefs, and student-focused goals) drives school decisions and informs the culture of the school.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates the building leader developed a school improvement plan in isolation or with minimal collaboration using little data from multiple and varied sources. The plan minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using limited or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan meets or exceeds district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Evidence for Component 1.2: Please describe any artifacts to be included in the evaluation file.

1.3 Implementation of a School Improvement Plan   Goal

The building leader facilitated the implementation of a school improvement plan that meets all district requirements for school improvement plans. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates the building leader utilized minimal strategies to communicate, implement and monitor the details of the school improvement plan. Many of the strategies may be unclear or inappropriate for the school.	The evidence indicates the building leader utilized limited strategies to communicate, implement and monitor the details of the school improvement plan, but the strategies are not varied and some may be inappropriate for some of the school population.	The evidence indicates the building leader utilized appropriate strategies to communicate, implement and monitor the details of the school improvement plan.	The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement and monitor the details of the school improvement plan.
	The evidence indicates the building leader practiced little or no monitoring of the implementation of the school improvement plan through data collection and analysis. No adjustments were made when needed, or uninformed inappropriate adjustments were made.	The evidence indicates the building leader practiced limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments as needed.	The evidence indicates the building leader practiced regular monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed. The monitoring may not have been as frequent as needed.	The evidence indicates the building leader practiced comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.

Evidence for Component 1.3: Please describe any artifacts to be included in the evaluation file.

Construct 2: Developing All Students

Building leaders, as instructional leaders, create and maintain an environment that supports the academic, emotional, social and attitudinal development of every student. Student learning data is made available to teachers and other stakeholders so that the instructional program can be differentiated and support services provided based on ongoing analysis of student data. Likewise, co-curricular activities are designed to address a variety of student needs and interests and are scheduled in a way that provides easy access for all students. Building leaders develop and implement a plan for monitoring and evaluating intra-curricular and extracurricular activities so that all students have access to those programs and services that are successful in meeting their needs.

2.1 Monitoring Student Progress and the Instructional Program   Goal

The building leader ensured that instructional guidelines are in place, teachers are following the district's course/ grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student data results and other student information.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers and students.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students and other stakeholders.
	The evidence indicates that the building leader provided little or no monitoring of the use of these guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.	The evidence indicates that the building leader established a process for monitoring the use of these guidelines. However, it was used only occasionally, on a limited basis or only across some classrooms.	The evidence indicates that the building leader established an appropriate process for monitoring the implementation of these guidelines. Feedback was articulated and used by the building leader across many classrooms.	The evidence indicates that the building leader established a systematic process for monitoring the implementation of these guidelines. Feedback was clearly articulated and used consistently by the building leader across all classrooms.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader utilized little or no student data to inform instructional decisions, differentiate instruction or determine instructional interventions for students.	The evidence indicates the building leader occasionally reviewed data and used it in a limited or superficial manner to inform instructional decisions, differentiate instruction or provide instructional interventions based on student learning results.	The evidence indicates the building leader regularly reviewed data and used it to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions based on student learning results and/or other student needs.	The evidence indicates the building leader systematically reviewed data and consistently and effectively used it to inform instructional decisions, differentiate instruction and provide appropriate instructional interventions based on student learning results and other student needs.

Evidence for Component 2.1: Please describe any artifacts to be included in the evaluation file.

2.2 Sharing Student Learning Results   Goal

The building leader communicated data and provided access to all stakeholders (i.e., staff, students, parents, district administrators, board of education, etc.) as the law permits. The building leader ensured that teachers have time to analyze and respond to student data results.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader rarely, if ever, disseminated or updated data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.	The evidence indicates that the building leader occasionally disseminated and updated appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.).	The evidence indicates that the building leader regularly analyzed, interpreted, disseminated and updated appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).	The evidence indicates that the building leader systematically analyzed, interpreted and utilized multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).
	The evidence indicates that the building leader provided teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only.	The evidence indicates that the building leader provided teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allowed.	The evidence indicates that the building leader provided teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allowed.	The evidence indicates that the building leader provided teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows), and each group was encouraged to contribute additional relevant data.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader provided minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	The evidence indicates that the building leader provided periodic time and/or a limited amount of support/ guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	The evidence indicates that the building leader provided regular time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	The evidence indicates that the building leader provided dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

Evidence for Component 2.2: Please describe any artifacts to be included in the evaluation file.

2.3 Implementing of a Variety of Student Activities   Goal

The building leader ensured that students have access to a variety of student activities that support their leadership, physical, emotional, social and attitudinal growth.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader offered little or no variety of intra-curricular and extracurricular activities or the activities/clubs provided met the needs of few students or was based on a tangential or trivial analysis of student needs and/or interests.	The evidence indicates that the building leader offered a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.	The evidence indicates that the building leader offered an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.	The evidence indicates that the building leader offered a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.
	The evidence indicates that the building leader provided little or no access for some students or groups of students and/or participation by only a small number of students.	The evidence indicates that the building leader has not established a process, or the process is complicated, for students to initiate the development of new activities/clubs.	The evidence indicated that the building leader developed a culture in the school such that many students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within some clubs/activities.	The evidence indicates that the building leader developed a culture of in the school that all students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within all clubs/activities.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/clubs or to make adjustments.	The evidence indicates the building leader maintained a weak or limited system to evaluate the effectiveness of activities/clubs and make adjustments as necessary. No evidence exists of a recent evaluation or that evaluation evidence was used to make adjustments.	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of activities/clubs and make adjustments as necessary, but no evidence exists of a relatively recent evaluation or that evaluation evidence was used to make adjustments.	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of the activities/clubs and evidence exists that a recent evaluation has occurred and appropriate adjustments were made based on evaluation evidence.

Evidence for Component 2.3: Please describe any artifacts to be included in the evaluation file.

2.4 Providing Student Support Services   Goal

The building leader ensured that students have access and are supported with services that promote mental, physical and emotional wellness for every student.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader was aware of few or none of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made minimal use of these services to meet the mental, physical and emotional needs of the student population.	The evidence indicates that the building leader was aware of some of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made limited use of these services to meet the mental, physical and emotional needs of the student population.	The evidence indicates that the building leader was aware of many of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and consistently used these services to meet the mental, physical and emotional needs of the student population.	The evidence indicates that the building leader was aware of a variety of school and district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and maximized the use of these services to meet the mental, physical and emotional needs of the student population.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader had little or no knowledge of and made minimal use of external community-based, volunteer and/or family services to provide enhanced support for individual students and families, some of whom have been identified through data collection and analysis.	The evidence indicates that the building leader had limited knowledge of, but only occasionally made use of external community-based, volunteer and/or family services in order to provide enhanced support for individual students and families who have been identified through data collection and analysis.	The evidence indicates that the building leader had adequate knowledge of and sought additional external community-based, volunteer and/or family services in order to provide enhanced support for individual students and families based on identified needs.	The evidence indicates that the building leader had comprehensive knowledge of external resources, and when appropriate, sought external community-based, volunteer and family services in order to provide enhanced support for individual students and families based on identified needs.
	The evidence indicates that the building leader did not have a system, or an incomplete or ineffective system was in place, to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained a limited or ambiguous system to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained an appropriate evaluation system, but it was not consistently used to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained a comprehensive system, and it was consistently used to evaluate and provide feedback on the effectiveness of school, district and external resources and services in meeting the needs of the students and families served.

Evidence for Component 2.4: Please describe any artifacts to be included in the evaluation file.

Construct 3: Developing Staff

Building leaders, as instructional leaders, understand the relationship between quality instruction and student learning. Therefore, they promote the success of every student by providing a culture of learning and development for all staff in the school. Building leaders supervise instruction in order to gather information about the strengths and weaknesses of staff and students. The building leader analyzes and uses this information to determine professional development needs and creates plans to address those needs. The professional development opportunities are varied and differentiated in order to develop the instructional and leadership capacity of staff.

3.1 Staff Evaluation   Goal

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership and making decisions. Evaluations were based on the use of a variety of techniques to collect multiple sources of evidence throughout the year. The building leader followed established guidelines for the evaluation.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation. Staff were not participants in their own evaluation and received little or no constructive feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with some staff understanding the evaluation process, participating in their own evaluation and receiving feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with most staff understanding the evaluation process, participating in their own evaluation and receiving feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with all staff understanding the evaluation process, participating in their own evaluation and receiving substantial, ongoing feedback.
	The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized appropriate analysis of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized comprehensive analysis and use of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.

Evidence for Component 3.1: Please describe any artifacts to be included in the evaluation file.

3.2 Professional Learning   Goal

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance and refine the knowledge, skills and commitment necessary to create and support high levels of learning for all students. Professional development was determined by data and is aligned with school/district improvement goals. Effective professional learning was in many different forms, differentiated to meet identified needs and promoting teacher leadership.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.	The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources and routinely analyzes that data to identify areas of improvement and to determine professional learning needs.
	The evidence indicates that the building leader designed professional development to meet legal requirements and regulatory guidelines only.	The evidence indicates that the building leader occasionally designed professional development that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader regularly designed professional development that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader systematically designed professional development that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.
	The evidence indicates that the building leader designed professional development that was poorly aligned and implemented with the school improvement plan and was rarely focused on student learning.	The evidence indicates that the building leader coached only some of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader coached most of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader actively coached staff to participate in differentiated learning opportunities that addressed career stages and individual needs.
	The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.	The evidence indicates that the building leader involved staff in limited engagement in selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Limited time was provided and protected for staff collaboration and professional development.	The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff were regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional development.	The evidence indicates that the building leader actively engaged staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Extensive time was provided and protected for staff collaboration and professional development.

KEEP BUILDING LEADER EVALUATION PROCESS

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader and staff practiced minimal evaluation of the professional learning. If evaluation did happen, it was about the delivery of the professional development and implementation, not about the impact.	The evidence indicates that the building leader and staff practiced limited evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Few modifications to the professional learning were made based on the evaluation.	The evidence indicates that the building leaders and staff practiced regular evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. The evaluation was limited when it came to studying the impact. Some appropriate modifications to the professional learning were made based on the evaluation.	The evidence indicates that the building leader and staff practiced continuous and extensive evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Appropriate and meaningful modifications to professional learning were made based on the evaluation.

Evidence for Component 3.2: Please describe any artifacts to be included in the evaluation file.

3.3 Distributed Leadership   Goal

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision-making and serving in leadership roles according to their areas of expertise.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader made minimal attempts to establish a culture of distributed leadership within the school, district and community. There was little or no evidence of capacity building related to distributed leadership.	The evidence indicates that the building leader began to establish a culture of distributed leadership within the school, district and community or was sustaining the established culture with mixed results. Capacity building related to distributed leadership was limited to only a few staff and stakeholders.	The evidence indicates that the building leader established a culture of distributed leadership within the school, district and community. Appropriate capacity building related to distributed leadership was established. Leaders routinely provided opportunities for shared leadership with staff and other stakeholders.	The evidence indicates that the building leader established and sustained a culture of distributed leadership within the school, district and community. Extensive capacity building related to distributed leadership was established. There were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader designed professional development to meet legal requirements and regulatory guidelines only.	The evidence indicates that the building leader occasionally designed professional development that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader regularly designed professional development that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader systematically designed professional development that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.
	The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles and responsibilities, or the team did not have a role in decision-making that will bring about improvements.	The evidence indicates that the building leader had limited expectations for staff to take a role in decision-making and serve in leadership roles according to their areas of expertise. Leaders provided only initial opportunities for staff to have input into decision making and rarely coach others in the process of shared governance.	The evidence indicates that the building leader had expectations for staff to take a role in decision-making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Leaders coached others in the process of shared governance.	The evidence indicates that the building leader had expectations for all staff to take an active role in decision-making and serve in leadership roles according to their areas of expertise. Leaders effectively coached others in the process of shared governance.
	The evidence indicates that the building leader rarely gave staff members a role in school/district initiatives.	The evidence indicates that the building leader periodically gave staff members a leadership role in school/district initiatives.	The evidence indicates that the building leader regularly gave staff members the opportunity to lead school/district initiatives.	The evidence indicates that the building leader consistently gave and encouraged staff members to take opportunities to lead school/district initiatives.
	The evidence indicates that the building leader did not reflect on distributed leadership and decision making processes. Consequently, adjustments were not based on reflective behavior and data.	The evidence indicates that the building leader occasionally reflected on the processes and the effectiveness of distributed leadership and made necessary adjustments.	The evidence indicates that the building leader regularly reflected on the processes and the effectiveness of distributed leadership and made necessary adjustments.	The evidence indicates that the building leader comprehensively reflected on the processes and the effectiveness of distributed leadership and made necessary adjustments.

Evidence for Component 3.3: Please describe any artifacts to be included in the evaluation file.

Construct 4: Making the Organization Work

Building leaders, as instructional leaders, create a positive organizational culture for learning and teaching. They ensure teacher and organization time is focused to support quality instruction and student learning. They have high expectations for all, promote professional and ethical behavior, and ensure that individual student needs inform all aspects of schooling. Building leaders promote the success of every student and staff by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment. They make decisions about resources that are supportive of the vision of learning. They obtain, allocate, align and efficiently utilize human, fiscal and technological resources. They promote and protect the welfare and safety of students and staff. They create and sustain a collaborative environment with students, staff and the community. They promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources. They build and sustain partnerships with families and community partners.

4.1 Positive Organizational Culture   Goal

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implemented processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents and other stakeholders) in collaborative work to establish and sustain the positive culture.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader rarely analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader occasionally analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader regularly analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader comprehensively analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
	The evidence indicates that the building leader rarely planned and implemented processes and procedures that created a culture in which few stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader occasionally planned and implemented processes and procedures that created a culture in which some stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader regularly planned and implemented processes and procedures that created a culture in which many stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader systematically planned and implemented processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The culture for teaching and learning did not demonstrate sensitivity to, and was not inclusive of, the diversity among the school population, and reflected high expectations for only a few of its members.	The culture for teaching and learning was somewhat sensitive and inclusive of the diversity among the school population, and reflected high expectations for some of its members.	The culture for teaching and learning was largely sensitive to, and inclusive of, the diversity among the school population, and reflected high expectations for most of its members.	The culture for teaching and learning was sensitive to, and inclusive of, the diversity among the school population, and reflected high expectations for all its members.

Evidence for Component 4.1: Please describe any artifacts to be included in the evaluation file.

4.2 Management of the Organization, Operation and Resources   **Goal**

The building leader ensured management of the organization, operation and resources for a safe, efficient and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal and technological) and rarely aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal and technological) and occasionally aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal and technological) and regularly aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal and technological) and systematically aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
	The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.	The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.	The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.	The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader rarely created and monitored routines, processes and procedures and rarely collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader occasionally created and monitored routines, processes and procedures and periodically collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader regularly created and monitored routines, processes and procedures and regularly collected and analyzed data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader systematically created and monitored routines, processes and procedures and regularly collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
	The evidence indicates that the building leader had little or no knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had limited knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had adequate knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had an extensive knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

Evidence for Component 4.2: Please describe any artifacts to be included in the evaluation file.

4.3 Collaborative Environment   Goal

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. The building leader responded to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources. The building leader developed and implemented plans to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

N/A	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	The evidence indicates that the building leader rarely collected and analyzed data that was varied and from multiple sources in order to gain minimal knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader occasionally collected and analyzed data that was varied and from multiple sources in order to gain basic knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader regularly collected and analyzed data that was varied and from multiple sources in order to gain adequate knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader systematically collected and analyzed data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community, its needs and resources.
	The building leader developed and implemented minimal plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.	The building leader developed and implemented limited or basic plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.	The building leader developed and implemented adequate plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more regularly communicate and implement the school's vision.	The building leader developed and implemented comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more extensively communicate and implement the school's vision.
	The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships.	The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships.	The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships.	The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships.
	Few systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Some systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Adequate systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Comprehensive systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

Evidence for Component 4.3: Please describe any artifacts to be included in the evaluation file.

Evaluatee Signature _____   **Date** _____

Submit this to your evaluator upon completion.