

School Administrator Performance Evaluation System Alignment with ISLLC

Note: See key starting on page 17

CESA 6 Effectiveness Project	ISLLC	
1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.	1K6 1D2 1D5 2D1	2D3 2P14 3P5 3P15 6D2
1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.	1P13 1P14	2K5 3K5
1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.	1P10 2K6 3D2	
1.9 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.	2P7 2P13 3P7 6P2	
1.10 Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.	2K8 2D5 2P2	
1.11 Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research.)	2K8 2D5 2P2 3D2 3P22	
1.12 Evaluates the impact professional development has on the staff, school improvement and student academic progress.	2K8 2D5 2P2	2P19 3D2

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2.7 Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.	2D7 2P20 3D7 4K3	4D5 6P1 6P2	
2.8 Implements and communicates best practices in school-wide behavior management that are effective within the school community.	2D8 4K3 6P2		
2.9 Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.	2P3 3P9 3P15	4D2 4D6 6P3	
2.10 Respects and promotes the appreciation of diversity.	2K7 2D6 2P6 4K2	4D4 4P11 5D3 5P10	5P12 6K8
<u>Standard 3: Human Resources Leadership</u> The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.	<u>Standard 2</u> 1D7 2P8 2P19 3P5 5P15		
Indicators: 3.1 Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.	2P19 3P5 5P15 6K8		
3.2 Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.	2P18 3P5		

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3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.	2P19 3P5
3.4 Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.	2P19 3K4 3P5 5P15
3.5 Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.	2P19 3P5 5P15
3.6 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.	2K9 3P5 5P15
3.7 Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills	2K8 2D8 3P5 5P15
<u>Standard 4: Organizational Management</u> The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	<u>Standard 3</u> 1D1 2D1 2D2 2P12 3K2 4K5 5D3 5P5

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Indicators:	<u>Standard 6</u>		
4.1 Demonstrates and communicates a working knowledge and understanding of the state’s public education rules, regulations and laws, and school district policies and procedures.	3P18 4K5 6K1 6K2	6K3 6K4 6K7 6D4	6D5 6P4
4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.	1D7 2D7 3K3 3K6	3D7 3P6 3P21 5P5	6P5
4.3 Monitors and provides supervision of all instructional programs, building space usage, and activities.	2P19 3K2 3K6	3P6 3P12	
4.4 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.	1P13 1P14 2P19 3K2	3K5 3P2 3P4 3P12	
4.5 Secures, monitors, and allocates resources to maximize improvement aligned to the school’s mission and goals through accepted policies and procedures.	1P13 1P14 3K5	3P20 4P9	
4.6 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable that will result in an effective school.	1K2 1K6 2P10 3P15	3P17 5D5	
<u>Standard 5: Communication and Community Relations</u>	<u>Standard 4</u> <u>Standard 6</u>		
The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school’s programs and services that are aligned with the school’s vision.	1D1 1D3 1P2 1P3 1P4 1P5	1P6 1P8 1P9 2D2 2P14 4D1	4P8 5D7 6D2 6P2 6P4 6P5

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Indicators: <i>Within the school and district...</i>			
5.1 Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.	1K5 2P14 3P11 3P18 4P5	4P10 6K7 6D3 6P1	
5.2 Disseminates information in a timely manner to students and staff through multiple channels and sources.	1K5 2K10 3K8	3P18 3P19	
5.3 Involves students and staff in a collaborative effort to establish positive relationships.	2P3 2P9	3K8 4P15	
5.4 Maintains visibility and accessibility to students and staff.	4P1		
5.5 Speaks and writes in a clear, effective, and appropriate manner to students and staff.	3P18		
5.6 Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.	1P13 1P14	2K10 2P9	3P10
5.7 Advocates for students and acts to influence school and district decisions affecting student learning.	2K7 2P6	2P11 4D2	6P1 6P2
5.8 Communicates long and short-term goals and the school improvement plan to all staff and district colleagues.	4D2		

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<i>With parents and families:</i>				
5.9 Plans strategically for and solicits parent and family input to promote effective decision-making and communication.	1K5 2P4 3P15	6D3	6P1 6P2	
5.10 Disseminates information in a timely manner to parents and families through multiple channels and sources.	1K5 2K10	2P9 3K8		3P19 6P3
5.11 Involves parents and families in a collaborative effort to establish positive relationships.	2P1 2P4		4D3 6P1	6P2
5.12 Maintains visibility and accessibility to parents and families.	4P1			
5.13 Speaks and writes in a clear and effective manner appropriate to parents and families.	3P18			
5.14 Provides a variety of opportunities for parent and family involvement in school activities.	4D3 4D5	6P1	4P1	6P2
5.15 Advocates for students and acts to influence school and family decisions affecting student learning.	2P1 2P5	4D5 6D5	6P1 6P2	
5.16 Communicates long and short-term goals and the school improvement plan to parents and families.	3P18 3P19	6P2	4D6	6P6
<i>For community engagement:</i>				
5.17 Plans strategically for and solicits community input to promote effective decision-making and communication.	2P1 2P4 4D3 4P2		4P4 5P12 6D3 6P3 6P6	

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5.18 Disseminates information in a timely manner through multiple channels and sources.	2K10 2P9		3K8 4D8	6P3
5.19 Involves the community in a collaborative effort to establish positive relationships.	2P4 4D2		4D3 4P3	4P4 6P2 6P3
5.20 Maintains visibility and accessibility with community.	3P22?		4P1	
5.21 Speaks and writes in a clear and effective manner appropriate to community resources.	3P18		4P1	
5.22 Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.	1P13 1P14 3P10		3P17 4D7 4P6	4P7 4P8 4P9 4P15
5.23 Advocates for students and acts to influence local, district, and state decisions affecting student learning.	2K7 2P6	4P7	4P8	5P7 6K7 6D4
5.24 Communicates long and short-term goals and the school improvement plan to all stakeholders.	3P18 4P12		5P14 6P6	
<u>Standard 6: Professionalism</u> The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.	<u>Standard 5</u> <u>Standard 6</u> 1D6 5D1 5K1 5P7 1D7 5D2 5K2 5P13 2K8 5D3 5K4 6D5 2P5 5D4 5K5 6K3 6K4			
Indicators: 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.	2P5 2P8 3P23	5D3 5D5 5D6	5D8 5P3 5P4	5P6 5P13? 6D2

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6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.	6K1 6K2 6K3	3K7 3P23 3P22	5K1 5D4 5P8	6K1 6K2 6K3 6K4
6.3 Models professional behavior and is culturally responsive to students, staff, and other stakeholders.	2D6 2P5	4P1 5D7	5K3 5K4	5P4 5P11 6D2
6.4 Maintains and ensures confidentiality.	3P23		5P9	
6.5 Maintains a positive and respectful attitude.	5P1	5P2		5P4
6.6 Maintains a professional appearance and demeanor.	5P1	5P2		5P4
6.7 Provides leadership in sharing ideas and information with staff and other professionals.	2K10 2P9	3P18		
6.8 Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.	2P4 3P14	5P3 5P16		6P3
6.9 Contributes to, enhances, and supports the development of the profession.	5P3			
6.10 Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.	2D4 5P2			

School Administrator Performance Evaluation System Alignment with ISLLC

ISLLC Standards

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- 1K1: learning goals in a pluralistic society
- 1K2: the principles of developing and implementing strategic plans
- 1K3: systems theory
- 1K4: information sources, data collection, and data analysis strategies
- 1K5: effective communication
- 1K6: effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- 1D1: educability of all
- 1D2: a school vision of high standards of learning
- 1D3: continuous school improvement
- 1D4: the inclusion of all members of the school community
- 1D5: ensuring that students have the knowledge, skills, and values needed to become successful adults
- 1D6: a willingness to continuously examine one's own assumptions, beliefs, and practices
- 1D7: doing the work required for high levels of personal and organization performance

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Performances

The administrator facilitates, processes, and engages in activities ensuring that:

- 1P1: the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- 1P2: the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1P3: the core beliefs of the school vision are modeled for all stakeholders
- 1P4: the vision is developed with and among stakeholders
- 1P5: the contributions of school community members to the realization of the vision are recognized and celebrated
- 1P6: progress toward the vision and mission is communicated to all stakeholders
- 1P7: the school community is involved in school improvement efforts
- 1P8: the vision shapes the educational programs, plans, and actions
- 1P9: an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1P10: assessment data related to student learning are used to develop the school vision and goals
- 1P11: relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1P12: barriers to achieving the vision are identified, clarified, and addressed
- 1P13: needed resources are sought and obtained to support the implementation of the school mission and goals
- 1P14: existing resources are used in support of the school vision and goals
- 1P15: the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- 2K1: student growth and development
- 2K2: applied learning theories
- 2K3: applied motivational theories
- 2K4: curriculum design, implementation, evaluation, and refinement
- 2K5: principles of effective instruction
- 2K6: measurement, evaluation, and assessment strategies
- 2K7: diversity and its meaning for educational programs
- 2K8: adult learning and professional development models
- 2K9: the change process for systems, organizations, and individuals
- 2K10: the role of technology in promoting student learning and professional growth
- 2K11: school cultures

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Dispositions

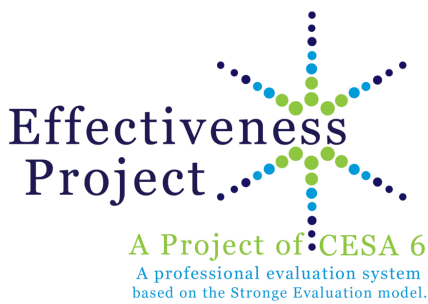
The administrator believes in, values, and is committed to:

- 2D1: student learning as the fundamental purpose of schooling
- 2D2: the proposition that all students can learn
- 2D3: the variety of ways in which students can learn
- 2D4: life long learning for self and others
- 2D5: professional development as an integral part of school improvement
- 2D6: the benefits that diversity brings to the school community
- 2D7: a safe and supportive learning environment
- 2D8: preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 2P1: all individuals are treated with fairness, dignity, and respect
- 2P2: professional development promotes a focus on student learning consistent with the school vision and goals
- 2P3: students and staff feel valued and important
- 2P4: the responsibilities and contributions of each individual are acknowledged
- 2P5: barriers to student learning are identified, clarified, and addressed
- 2P6: diversity is considered in developing learning experiences
- 2P7: life long learning is encouraged and modeled
- 2P8: there is a culture of high expectations for self, student, and staff performance
- 2P9: technologies are used in teaching and learning
- 2P10: student and staff accomplishments are recognized and celebrated
- 2P11: multiple opportunities to learn are available to all students
- 2P12: the school is organized and aligned for success
- 2P13: curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2P14: curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2P15: the school culture and climate are assessed on a regular basis
- 2P16: a variety of sources of information is used to make decisions
- 2P17: student learning is assessed using a variety of techniques
- 2P18: multiple sources of information regarding performance are used by staff and students
- 2P19: a variety of supervisory and evaluation models is employed
- 2P20: pupil personnel programs are developed to meet the needs of students and their families



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Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- 3K1: theories and models of organizations and the principles of organizational development
- 3K2: operational procedures at the school and district level
- 3K3: principles and issues relating to school safety and security
- 3K4: human resources management and development
- 3K5: principles and issues relating to fiscal operations of school management
- 3K6: principles and issues relating to school facilities and use of space
- 3K7: legal issues impacting school operations
- 3K8: current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- 3D1: making management decisions to enhance learning and teaching
- 3D2: taking risks to improve schools
- 3D3: trusting people and their judgments
- 3D4: accepting responsibility
- 3D5: high-quality standards, expectations, and performances
- 3D6: involving stakeholders in management processes
- 3D7: a safe environment

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Performances

The administrator facilitates processes and engages in activities ensuring that:

- 3P1: knowledge of learning, teaching, and student development is used to inform management decisions
- 3P2: operational procedures are designed and managed to maximize opportunities for successful learning
- 3P3: emerging trends are recognized, studied, and applied as appropriate
- 3P4: operational plans and procedures to achieve the vision and goals of the school are in place
- 3P5: collective bargaining and other contractual agreements related to the school are effectively managed
- 3P6: the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3P7: time is managed to maximize attainment of organizational goals
- 3P8: potential problems and opportunities are identified
- 3P9: problems are confronted and resolved in a timely manner
- 3P10: financial, human, and material resources are aligned to the goals of schools
- 3P11: the school acts entrepreneurially to support continuous improvement
- 3P12: organizational systems are regularly monitored and modified as needed
- 3P13: stakeholders are involved in decisions affecting schools
- 3P14: responsibility is shared to maximize ownership and accountability
- 3P15: effective problem-framing and problem-solving skills are used
- 3P16: effective conflict resolution skills are used
- 3P17: effective group-process and consensus-building skills are used
- 3P18: effective communication skills are used
- 3P19: there is effective use of technology to manage school operations
- 3P20: resources of the school are managed responsibly, efficiently, and effectively
- 3P21: a safe, clean, and aesthetically pleasing school environment is created and maintained
- 3P22: human resource functions support the attainment of school goals
- 3P23: confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- 4K1: emerging issues and trends that potentially impact the school community
- 4K2: the conditions and dynamics of the diverse school community
- 4K3: community resources
- 4K5: successful models of school, family, business, community, government and higher education partnerships

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Dispositions

The administrator believes in, values, and is committed to:

- 4D1: schools operating as an integral part of the larger community
- 4D2: collaboration and communication with families
- 4D3: involvement of families and other stakeholders in school decision-making processes
- 4D4: the proposition that diversity enriches the school
- 4D5: families as partners in the education of their children
- 4D6: the proposition that families have the best interests of their children in mind
- 4D7: resources of the family and community needing to be brought to bear on the education of students
- 4D8: an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 4P1: high visibility, active involvement, and communication with the larger community is a priority
- 4P2: relationships with community leaders are identified and nurtured
- 4P3: information about family and community concerns, expectations, and needs is used regularly
- 4P4: there is outreach to different business, religious, political, and service agencies and organizations
- 4P5: credence is given to individuals and groups whose values and opinions may conflict
- 4P6: the school and community serve one another as resources
- 4P7: available community resources are secured to help the school solve problems and achieve goals
- 4P8: partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4P9: community youth family services are integrated with school programs
- 4P10: community stakeholders are treated equitably
- 4P11: diversity is recognized and valued
- 4P12: effective media relations are developed and maintained
- 4P13: a comprehensive program of community relations is established
- 4P14: public resources and funds are used appropriately and wisely
- 4P15: community collaboration is modeled for staff
- 4P16: opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- 5K1: the purpose of education and the role of leadership in modern society
- 5K2: various ethical frameworks and perspectives on ethics
- 5K3: the values of the diverse school community
- 5K4: professional codes of ethics
- 5K5: the philosophy and history of education

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Dispositions

The administrator believes in, values, and is committed to:

- 5D1: the ideal of the common good
- 5D2: the principles in the Bill of Rights
- 5D3: the right of every student to a free, quality education
- 5D4: bringing ethical principles to the decision-making process
- 5D5: subordinating one's own interest to the good of the school community
- 5D6: accepting the consequences for upholding one's principles and actions
- 5D7: using the of one's office constructively and productively in the service of all students and their families
- 5D8: development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 5P1: examines personal and professional values
- 5P2: demonstrates a personal and professional code of ethics
- 5P3: demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5P4: serves as a role model
- 5P5: accepts responsibility for school operations
- 5P6: considers the impact of one's administrative practices on others
- 5P7: uses the influence of the office to enhance the educational program rather than for personal gain
- 5P8: treats people fairly, equitably, and with dignity and respect
- 5P9: protects the rights and confidentiality of students and staff
- 5P10: demonstrates appreciation for and sensitivity to the diversity in the school community
- 5P11: recognizes and respects the legitimate authority of others
- 5P12: examines and considers the prevailing values of the diverse school community
- 5P13: expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5P14: opens the school to public scrutiny
- 5P15: fulfills legal and contractual obligations
- 5P16: applies laws and procedures fairly, wisely, and considerately

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Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- 6K1: principles of representative governance that undergird the system of American schools
- 6K2: the role of public education in developing and renewing a democratic society and an economically productive nation
- 6K3: the law as related to education and schooling
- 6K4: the political, social, cultural and economic systems and processes that impact schools
- 6K5: models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- 6K6: global issues and forces affecting teaching and learning
- 6K7: the dynamics of policy development and advocacy under our democratic political system
- 6K8: the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- 6D1: education as a key to opportunity and social mobility
- 6D2: recognizing a variety of ideas, values, and cultures
- 6D3: importance of a continuing dialogue with other decision makers affecting education
- 6D4: actively participating in the political and policy-making context in the service of education
- 6D5: using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 6P1: the environment in which schools operate is influenced on behalf of students and their families
- 6P2: communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6P3: there is ongoing dialogue with representatives of diverse community groups
- 6P4: the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- 6P5: public policy is shaped to provide quality education for students
- 6P6: lines of communication are developed with decision makers outside the school community