ADMINISTRATIVE AND SUPERVISORY EVALUATION PROCEDURES

CECIL COUNTY PUBLIC SCHOOLS

201 Booth Street

Elkton, MD 21921

August, 2024

TABLE OF CONTENTS

COMMITTEE MEMBERS

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Dr. Shawn Johnson	Executive Director, Elementary Education
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Mr. Justin Zimmerman	Principal, Bohemia Manor Middle/High School
Ms. Alison Benner	Assistant Principal, Cecil Manor Elementary School

CCPS serves equitably through positive relationships as a safe, collaborative community. We will ensure all learners acquire the knowledge, skills, and qualities to be responsible, caring, and ethical citizens.

PHILOSOPHY OF ADMINISTRATIVE AND SUPERVISORY EVALUATION

The administrative evaluation process is designed to capture the skills necessary of school system leaders. These skills are identified in each respective administrative evaluation within these domains:

PRINCIPAL/ ASST PRINCIPAL	COORDINATOR/ PROGRAM FACILITATOR, PROGRAM MANAGER	PUPIL PERSONNEL WORKER	SUPERVISING SCHOOL PSYCHOLOGIST	DIRECTOR
Instruction for Student Achievement	Instruction for Student Achievement	Leadership	Leadership	Program Leadership
Management of School Environment	Management of Resources	Management	Management	Program Management
Community Outreach/ Stakeholder Engagement	Community Outreach/ Stakeholder Engagement	Human Resources Development	Related Professional Development	Community Engagement
Professional Culture for Teachers and Staff	Human Resources Development	Interpersonal Relationships	Student Achievement	Professional Responsibilities
Ethical Principles and Professional Norms	Related Professional Responsibilities	Student Achievement		Measures of Success
Student Achievement	Student Achievement			

DEFINITIONS AND PROCEDURES

These definitions clarify statements made in the Administrative Evaluation Procedures Handbook.

Annual Evaluation– This is an evaluation of an evaluatee's performance in five or six domains of leadership which occurs by August 31 annually.

Components – Components are specific sub-areas that clarify each domain. Each component is further defined by components within a four-tier rubric ranging from ineffective to highly effective. Within these components are the specific standards identified in the Professional Standards for Educational Leaders (2017).

Domains – Several domains of leadership and student achievement are assessed in the evaluation process. These six areas are specific to each classification of administrator, per the table above.

Formative Performance Review - During the first and second year of assignment to a new administrative level, the administrator's next-in- line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

ADMINISTRATIVE AND SUPERVISORY PERSONNEL EVALUATION PROCEDURES

1. Annual Evaluation
   a. The ANNUAL EVALUATION will be completed on or before August 31.
   b. The evaluator is responsible for the initiation, scheduling, and completion of the Annual Evaluation. The next-in-line administrator will be the designated evaluator.
   c. Prior to the conference, both the evaluator and the evaluatee should formulate their ideas relative to the professional qualities to be rated. Additional input may be used by the evaluator to support or clarify ratings. Evaluatees may provide data to support their specific areas to be rated. Examples of supportive data include, but are not limited to: electronic artifacts via shared drives and additional data on the Related Professional Activities Form.
   d. Items on the ANNUAL EVALUATION are discussed during the conference with an opportunity for each participant to provide clarifying comments.
   e. Specific written explanations of any rating other than highly effective or effective must be given. The evaluatee may choose to submit a separate statement giving further clarification.
   f. Personnel new to any administrative position will receive a formative performance review prior to January 31 during their first two years in that new role.
   g. An individual whose overall evaluation is rated Ineffective or Needs Improvement will develop with the evaluator a specific plan for improvement of the less than satisfactory aspects of their job performance and shall be evaluated again within a twelve-month period. The Professional Improvement Plan (follows) will be used to identify the area(s) of focus for improvement.

h. When there is a change in the evaluator within an evaluation cycle, another conference may be requested by either the evaluatee or the new evaluator to adjust or clarify objectives which have been previously established.

i. The evaluation ratings are to reflect the overall evaluation for each of the domains during the evaluation period. Positive or negative trends in ratings will be taken into consideration.Student Learning Objectives / Goal Setting.

j. Personal/school-level and system-level objectives for the next school year will be established collaboratively by the evaluatee and evaluator. These objectives are to be set and mutually accepted by September 30 for the ensuing school year. For high school principals, at least one SLO must address state assessment data in any tested subject.

k. Student Learning Objectives – are annual targets of student performance measures. These targets are set for such indicators as state measures or local measures and could include, as examples, progress toward Annual Measurable Objectives for specific subpopulations, graduation or promotion rates, dropout rates, standardized score progress and other collective measures of student growth and proficiency.

l. Academic Index - The Academic Index is a composite measure that evaluates student attendance, grades, and discipline data. The Academic Index is measured by comparing two data samples and assessing changes.

m. The school system will provide appropriate support to assist the evaluatee in accomplishing the objectives.

2. Results obtained from staff surveys may provide information to help set the administrator's performance goals. Survey results are received and evaluated directly by the school's administrative team.

3. Evaluation Report

a. The domain ratings for the Administrative Evaluation are as follows:

  ● **Highly Effective** - Performance which is commendable and could serve as a model for peers

  ● **Effective** - Performance meets system's expectations

  ● **Needs Improvement** - Performance that is not consistently effective and requires modification to be acceptable; Additional assistance and supervision will be required

  ● **Ineffective** - Performance generally fails to meet system's expectations; Additional assistance and supervision will be required

b. A summative statement must accompany the evaluation report. This summative statement should reflect upon the ratings of all areas of the evaluation report. This statement may include clarification with commendations and/or recommendations as well as suggestions for improvement. If a plan for improvement is required, it will be provided separately on the Professional Improvement Plan.

c. Overall Performance

The overall performance evaluation of administrators must be rated either Highly Effective, Effective, or Ineffective.

i. A summary evaluation for domains 1 through 5 will be given based on equal value to each domain and will constitute 50% of the overall evaluation.
ii. A summary evaluation for domain 6 will constitute 50% of the overall evaluation.
iii. The final evaluation will be given based on the following matrix.

		Summary Evaluation Domains 1 through 5		
		Highly Effective	Effective	Ineffective
Summary Evaluation for Domain 6	Highly Effective	Highly Effective	Effective	Ineffective
	Effective	Highly Effective	Effective	Ineffective
	Ineffective	Effective	Effective	Ineffective

d. An evaluatee's signature on the evaluation indicates a copy has been received but does not necessarily indicate agreement.

ESTABLISHING AND MONITORING THE STUDENT LEARNING OBJECTIVES

At the start of the school year, by September 30 annually, the evaluated administrator and next-in-line administrator will reach consensus on three (3) Student Learning Objectives for the purpose of the annual performance evaluation. These targets accompany the state measures for all administrators.

Student Learning Objectives – are annual targets of student performance measures. These targets are set for such indicators as state measures or local measures and could include, as examples, progress toward Annual Measurable Objectives for specific subpopulations, graduation or promotion rates, drop-out rates, standardized score progress and other collective measures of student growth and proficiency. For high school principals, at least one SLO must address High School Assessment data for any tested subject.

Since the overall state measures for all students will be included in the evaluation protocol in the MCAP growth or School Progress Index, these individual SLO measures should address additional, distinct measures of student performance.

PROFESSIONAL ACTIVITIES

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

EVALUATION MATERIALS FOR:

Principal and Assistant Principal

INSTRUCTION FOR STUDENT ACHIEVEMENT			PRINCIPAL/ASSISTANT PRINCIPAL

I-1: Initiates and leaders a vision for school-wide change. (PSEL Standard 1: Mission, Vision, and Core Values)

An instructional leader promotes a dynamic school vision that is collaboratively developed and reviewed by stakeholders.

Highly Effective	Effective	Needs Improvement	Ineffective
● Develops and upholds a shared school vision connected to district and school goals by collaborating with diverse stakeholders groups effectively. ● Draws upon the expertise of diverse stakeholders to proactively address the values, challenges, and opportunities for the academic, social, and emotional development of each student. ● Consistently utilizes and evaluates a collaborative and strategic process and structure to promote sustainable organizational improvement and to assess the school vision.	● Develops a shared school vision connected to district and school goals by collaborating with stakeholder groups. ● Seeks and utilizes stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student. ● Utilizes a collaborative strategic process and structure for organizational improvement and to assess the school vision.	● Develops a school vision by providing selected staff with opportunities for collaboration. ● Utilizes limited stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student. ● Utilizes a limited process and structure to assess the school vision.	● Individually develops a school vision without collaboration or relation to district goals. ● Disregards stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student. ● Does not utilize a process to assess the school's vision.

Evidence of Implementation:
● School improvement plan is aligned to the school vision.
● School improvement artifacts including (but not limited to) professional development plan, goals and objectives, agendas, minutes, and feedback.

INSTRUCTION FOR STUDENT ACHIEVEMENT	PRINCIPAL/ASSISTANT PRINCIPAL

I-2: **Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.** (PSEL Standard 4: Curriculum, Instruction and Assessment; PSEL Standard 10: School Improvement)

In collaboration with others, an instructional leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.

Highly Effective	Effective	Needs Improvement	Ineffective
- Engages all staff and diverse stakeholders in a cyclical process for the collection and analysis of qualitative and quantitative data pertinent to the educational environment, and uses it to identify school improvement goals and make related improvements. - Promotes a culture of collective direction, shared engagement, and mutual accountability by utilizing two-way communication structures with diverse stakeholders.	- Engages teams in a cyclical process for the collection and analysis of qualitative and quantitative data pertinent to the educational environment, and uses it to identify school improvement goals and make related improvements. - Promotes a culture of collective direction, shared engagement, and mutual accountability by utilizing two-way communication structures.	- Collects and analyzes limited sources of data and information pertinent to the educational environment. - Makes rudimentary attempts to promote a culture of collective direction, shared engagement, and mutual accountability by sharing limited and/or incomplete information.	- Make decisions about whether or not to change the educational environment based on your own impressions and beliefs. - Does not promote a culture of collective direction, shared engagement, and mutual accountability.

Evidence of Implementation:
- School improvement artifacts including (but not limited to) professional development plan, goals and objectives, agendas, minutes, and feedback.
- Data summary artifacts (discipline, intervention, attendance, and/or academic data)

INSTRUCTION FOR STUDENT ACHIEVEMENT	PRINCIPAL/ASSISTANT PRINCIPAL

I-3: **Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.** (PSEL Standard 4: Curriculum, Instruction and Assessment; PSEL Standard 6: Professional Capacity of School Personnel; PSEL Standard 7: Professional Community for Teachers and Staff; PSEL Standard 10: School Improvement)

An instructional leader provides feedback, direction, and resources to ensure that the curriculum is delivered and assessed with fidelity. Additionally, a leader ensures that best instructional practices are being implemented to meet the needs of all students by setting high expectations for the academic growth of all students.

Highly Effective	Effective	Needs Improvement	Ineffective
● Conducts regular and purposeful observations that target school improvement initiatives and identify professional development needs. ● Exceeds the expectations for implementing the teacher evaluation system which may include more frequent observations. ● Provides formal constructive and actionable feedback during observation and evaluation conferences as well as during ongoing informal visits, meetings, and conversations with teachers regarding curriculum and instruction. ● Collaborates with school and system personnel to provide appropriate resources that maximize classroom instruction and student learning. ● Actively searches for technology	● Conducts regular and purposeful observations that lead to the meaningful evaluation of teacher performance. ● Implements the teacher evaluation system in accordance with the Teacher Evaluation Handbook. ● Provides formal constructive feedback during observation and evaluation conferences. This feedback clearly addresses each domain of the observation and evaluation forms. ● Ensures that appropriate resources are provided to support classroom instruction and student learning. ● Promotes the most appropriate use of technology to support classroom instruction and student learning. ● Ensures the alignment of curriculum, instruction, and	● Does not consistently conduct purposeful observations, and teacher evaluations are not meaningful. ● Does not consistently implement the teacher evaluation system in accordance with the Teacher Evaluation Handbook. ● Provides feedback during observation and evaluation conferences but this feedback may not be constructive and may not address each domain of the observation and evaluation forms. ● Provides minimal resources to support classroom instruction and student learning. Does not provide for equitable allocation of resources. ● Promotes the use of technology but this technology does not support classroom instruction and student learning.	● Does not conduct regular and purposeful observations, and teacher evaluations are not meaningful. ● Does not meet the timelines or requirements of the teacher evaluation system. ● Does not provide formal constructive feedback during observation and evaluation conferences. ● Does not provide appropriate resources to support classroom instruction and student learning. ● Use of technology is not valued as a tool to support classroom instruction and student learning. ● Does not ensure the alignment of curriculum, instruction, and assessment. Does not seek resources to understand this alignment.

resources to maximize classroom instruction and student learning. ● Collaborates with school and system personnel to ensure the alignment of curriculum, instruction, and assessment in all content areas and seeks opportunities to keep current with changes and updates.	assessment in all content areas.	● Is mindful of the alignment of curriculum, instruction, and assessment but does not ensure the alignment in all content areas.	

Evidence of Implementation:
● Evaluations and observation reports, observations and pre-observation conference forms, professional improvement plans.

INSTRUCTION FOR STUDENT ACHIEVEMENT		PRINCIPAL/ASSISTANT PRINCIPAL	

I-4: Develops schedules to meet the needs of students in alignment with system expectations. (PSEL Standard 4: Curriculum, Instruction and Assessment; PSEL Standard 9: Operations and Management)

An instructional leader develops a master schedule and a daily schedule that provides for the instructional needs of all students where the top priorities are classroom instruction and student learning. Disruptions to the academic programs are minimal. An education leader also allocates, aligns, and efficiently utilizes human, facility, and technology resources.

Highly Effective	Effective	Needs Improvement	Ineffective
● Articulates consistently to all stakeholders that time in the school day is focused on classroom instruction and student learning and makes this a priority when involved in any scheduling. ● Involves staff members in ensuring that their strengths and certifications match instructional assignments to enhance the overall instructional program. ● Involves staff in developing a master schedule that is driven by student needs, curricular needs, and student requests. ● Articulates consistently to all stakeholders that the focus is on instructional priorities when organizing the school day for special events and enforces this focus. ● Involves stakeholders in assigning the use of facilities and resources, including technology, to support	● Ensures that time in the school day is focused on classroom instruction and student learning. ● Matches the instructional assignments to the strengths and certifications of staff. ● Develops the master schedule driven by student needs, curricular needs, and/or student requests. ● Maintains the focus on instructional priorities when organizing the school day for special events. ● Makes appropriate use of the facilities and other resources, including technology, when developing schedules to support classroom instruction.	● Does not consistently ensure that time in the school day is focused on classroom instruction and learning. ● Knows the strengths and/or certifications of staff but does not consistently match these to the instructional assignments. ● Develops the master schedule by considering student needs and curricular needs, but these are not priorities. ● Does not consistently maintain the focus on instructional priorities when organizing the school day for special events. ● Develops schedules that minimally support classroom instruction without consistently considering the appropriate use of facilities and resources.	● Does not make classroom instruction and student learning a priority when planning the school day. ● Is unaware of the strengths and certifications of staff when making instructional assignments. ● Develops the master schedule without considering student needs or curricular needs. ● Does not maintain the focus on instructional priorities when organizing the school day for special events. ● Develops schedules without considering appropriate use of facilities and resources. Classroom instruction is not supported in this process.

and extend classroom instruction.			
Evidence of Implementation: ● Master schedules, teachers' instructional schedules, teacher assignments aligned to certification, memos, etc.			

INSTRUCTION FOR STUDENT ACHIEVEMENT		PRINCIPAL/ASSISTANT PRINCIPAL	
I-5: **Promotes instruction that maximizes student learning.** (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 4: Curriculum, Instruction and Assessment; PSEL Standard 6: Professional Capacity of School Personnel; PSEL Standard 7: Professional Community for Teachers and Staff)			
An instructional leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Develops, supports, and maintains a culture of high expectations and challenges for all students focused on county curriculum documents. - Develops the capacity of staff to create individualized, student-centered, authentic, relevant, and developmentally appropriate instruction. - Develops the capacity of staff to extend their use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. - Ensures use of pedagogy that is culturally congruent; students willingly take intellectual risks.	- Supports and maintains a culture of high expectations and challenges for most students focused on county curriculum documents. - Ensures instruction is student-centered, authentic, relevant, and developmentally appropriate. - Ensures the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. - Ensures use of pedagogy that is culturally congruent; structures are in place to encourage students to take intellectual risks.	- Attempts to establish expectations to support the academic needs of some students. - Inconsistently supports the use of student-centered, authentic, relevant, and/or developmentally appropriate instruction. - Inconsistently supports the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. - Inconsistently supports the use of pedagogy that is culturally congruent; some opportunities may exist for students to take intellectual risks.	- Does not establish instructional expectations to support academic needs of students. - Does not support the use of student-centered, authentic, relevant, and/or developmentally appropriate instruction. - Does not support the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps. - Does not support the use of pedagogy that is culturally congruent; opportunities for students to take intellectual risks are stifled.
Evidence of Implementation: ● Observations, professional development plans, data documents, data collection systems, etc.			

MANAGEMENT OF SCHOOL ENVIRONMENT		PRINCIPAL/ASSISTANT PRINCIPAL	
M-1: **Establishes and maintains a safe and orderly environment.** (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 5: Community of Care and Support for Students; PSEL Standard 9: Operations and Management)			
An instructional leader promotes the success and well-being of every student by developing an inclusive school climate and by ensuring positive interactions between staff and students for the purpose of improving student learning.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Student supervision plan is thorough, effectively implemented, and includes responsibilities for all staff members. ● Ensures behavior expectations are established, taught, modeled, and practiced in all areas of the school campus. ● Develops, implements, and supports proactive behavior programs designed to reduce discipline referrals for individuals and groups of students. ● In collaboration with diverse stakeholders, analyzes and utilizes data to create and monitor behavior plans for students ● Evaluates and updates CERT plan and practices based on stakeholder input and results from drills.	● All students are being supervised during regular and extended school hours. ● Ensures behavior expectations are established, taught, and practiced in all areas of the school campus. ● Ensures that behavior expectations are consistently reinforced; ensures the use of fair and equitable treatment for behavior. ● In collaboration with staff, analyzes and utilizes data to create behavior plans for students. ● Designs and ensures the implementation of a CERT plan that includes best practices to provide for the safety and security of the school campus at all times.	● Student supervision is inconsistent during regular school hours and/or extended school hours. ● Does not effectively communicate behavior expectations. ● Behavior expectations are reinforced but the response to behavior may be inconsistent and/or inappropriate. ● Utilizes data to create behavior plans for some students. ● Designs a CERT plan that fails to adequately address security needs of the school campus.	● Does not provide for supervision during regular and extended school hours. ● Behavior expectations are not established. ● Behavior expectations are inconsistently enforced showing bias or prejudice. ● Data is not utilized to support student behavioral needs ● CERT plan is not effectively communicated to stakeholders and fails to address security needs of the school campus.
Evidence of Implementation:			

- CERT plan and monthly reports, safety inspections, SET evaluation for PBIS, student planning minutes (SST, 504, IEP)

MANAGEMENT OF SCHOOL ENVIRONMENT			PRINCIPAL/ASSISTANT PRINCIPAL

M-2: **Complies with federal, state, and local policies and regulations.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 9: Operations and Management)

An instructional leader adheres to and communicates all governmental regulations and CCPS policies to staff members.

Highly Effective	Effective	Needs Improvement	Ineffective
● Conducts drills at all times of the school day and in a variety of different circumstances. ● Records are accurately maintained, organized, and easily accessible. ● Serves as a resource for others with regard to the language of the negotiated agreements.	● Ensures that county and state mandated safety drills are conducted and reported on time. ● Ensures that procedures are in place to accurately maintain all records. ● Is knowledgeable of and adheres to all negotiated agreements.	● Fails to document safety drills and/or fails to adhere to regulations and policies. ● Records are inaccurately maintained. ● Does not adhere to the negotiated agreements.	● Repeatedly out of compliance with safety regulations and policies. ● Does not have procedures in place to guarantee accuracy of records. ● Disregards negotiated agreements.

Evidence of Implementation:
● Safety inspections, safety data sheets, OSHA documentation, AHERA, accident reports, employee evaluations, planning time report, etc.

MANAGEMENT OF SCHOOL ENVIRONMENT			PRINCIPAL/ASSISTANT PRINCIPAL
M-3: **Manages fiscal resources.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 9: Operations and Management)			
An instructional leader uses good fiscal management skills and bases decisions on students and school needs..			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Involves diverse stakeholders in the budget process, makes adjustments as needed, implements budget in a fiscally responsible manner, and communicates budget updates throughout the school year. - Develops a culture of financial responsibility with all stakeholders while providing for all needs within the school community. - Communicates appropriate purchasing practices to all stakeholders and ensures these procedures are being adhered to by all staff, departments, clubs, and school-related organizations. - Maintains accurate, organized, and easily accessible financial records.	- Involves stakeholders in the budget process, and implements budget in a fiscally responsible manner. - Uses school, county, state, and federal funds judicially. - Adheres to CCPS purchasing procedures and ensures that all staff members follow the CCPS policies and procedures. - Ensures that procedures are in place to accurately maintain all financial records.	- Implements a budget that is not developed with stakeholder input. - Fails to spend funds in accordance with county, state, and federal regulations. - Adheres to CCPS purchasing procedures, but does not ensure that staff members adhere to these expectations. - Maintains financial records inaccurately.	- Develops a budget without stakeholder input and fails to implement the budget. - Misappropriates funds or overspends accounts. - Fails to regularly follow or disregards the CCPS financial procedures and policies. - Does not have procedures in place to guarantee accuracy of financial records.
Evidence of Implementation: ● Monthly expense reports, budget survey, department meeting agendas, ICAB meeting agendas, SIT agendas, etc.			

MANAGEMENT OF SCHOOL ENVIRONMENT		PRINCIPAL/ASSISTANT PRINCIPAL	
M-4: **Manages physical plant.** (PSEL Standard 5: Community of Care and Support for Students; PSEL Standard 9: Operations and Management)			
An instructional leader works to ensure a safe and clean school.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Facilitates use of school facilities by the community and ensures that accessibility is fair and equitable, and that all regulations and policies are being adhered to by community members. ● The school and custodial staff are recognized by the state and county for continually maintaining a clean and safe school environment. ● The school environment is constantly undergoing improvements creating an atmosphere of respect, cleanliness, and safety by all stakeholders.	● Manages community use of school facilities according to regulations and policies. ● Maintains a safe and clean school environment in collaboration with custodial staff and maintenance. ● Necessary improvements, alterations, and repairs are recognized and appropriate action is taken to ensure these improvements are completed as funds are allocated.	● Allows the use of school facilities, but fails to ensure all regulations and policies are being adhered to by community members. ● The school building is not kept clean on a regular basis, but the school is maintained and considered safe at all times. ● Necessary improvements, alterations, and repairs are recognized, but appropriate actions are not taken to ensure they are completed.	● Does not work with the community to ensure fair and equitable access to the school building. ● The school building is not cleaned on a daily basis and dangerous conditions are not being fixed or reported in a timely manner. ● Improvements, alterations, and repairs are not communicated, and appropriate actions are not taken to make the necessary corrections.
Evidence of Implementation: ● Building inspections, budget requests (maintenance needs), work orders, Use of Facilities reporting, etc.			

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT	PRINCIPAL/ASSISTANT PRINCIPAL

C-1: **Seeks and responds to stakeholder input during the decision making process.** (PSEL Standard 1: Mission, VIsion and Core Values; PSEL Standard 8: Meaningful Engagement of Families and Community; PSEL Standard 10: School Improvement).

An instructional leader ensures that all stakeholder needs are represented within school policies and plans.

Highly Effective	Effective	Needs Improvement	Ineffective
● Maintains processes to actively seek input from a wide range of internal and external stakeholders before making relevant decisions or implementing change. ● Anticipates needs and addresses those needs through all stakeholder groups. ● Actively seeks and responds to input in a variety of ways from a cross-representation of members of the school community to address concerns within the school.	● Routinely and effectively solicits input from internal and external stakeholders to make informed decisions. ● Responds to input regarding stakeholder needs before implementing change. ● Seeks and responds to input in a variety of ways from a cross-representation of members of the school community to address concerns within the school.	● Makes rudimentary and insufficient contact with internal and external stakeholders to solicit input to make informed decisions. ● Reacts in a limited fashion to the needs of stakeholder groups. ● Responds to input in limited ways from members of the school community to address concerns within the school.	● Makes little or no effort to solicit input from concerned stakeholders when making decisions. ● Acts without regard for the opinions or needs of stakeholders. ● Makes little or no effort to seek input to address concerns within the school.

Evidence of Implementation:
● Surveys, meeting minutes/agendas, correspondence, social media, etc.

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT		PRINCIPAL/ASSISTANT PRINCIPAL	
C-2: **Advocates for public education/school system.** (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 8: Meaningful Engagement of Families and Community)			
An instructional leader actively promotes the policies and procedures that support success for all students.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
• Schedules and arranges multiple opportunities to promote and support initiatives of the school system. • Initiates and organizes advocacy efforts for the school, system, and the community. • Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities. • Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	• Utilizes opportunities to publicly support the initiatives of the school system. • Advocates for the needs of both the school and the school system. • Implements county policies and procedures fairly and consistently. • Presents a collaborative approach to local, state, and federal initiatives currently implemented in the school system.	• Makes limited effort to publicly support the initiatives of the school system. • Minimally advocates for the needs of the school or school system. • Implements county policies and procedures inconsistently. • Presents limited partnership with local, state, and federal initiatives currently implemented in the school system.	• Gives little or no visible public support of the initiatives of the school system. • Does not advocate for the needs of the school or school system. • Demonstrates limited knowledge/understanding of county policies and procedures. • Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.
Evidence of Implementation: • Meeting minutes/agendas, correspondence, attendance at events, etc.			

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT		PRINCIPAL/ASSISTANT PRINCIPAL	
C-3: **Ensures the development of an equitable and culturally responsive school.** (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 4: Curriculum, Instruction and Assessment; PSEL Standard 5: Community of Care and Support for Students).			
An instructional leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. - Nurtures a sense of approachability and sustains positive relationships with families and caregivers. - Provides ongoing professional development to all staff and school community to increase culturally responsive practices that positively impact student learning. - Anticipates and corrects intolerant views directed at members of the school community.	- Has an understanding of the community's diverse cultural and social resources. - Builds and maintains positive relationships with families and caregivers. - Provides professional development to staff to increase culturally responsive practices that positively impact student learning. - Corrects intolerant statements directed at members of the school community.	- Demonstrates limited understanding of the community's diverse cultural, social and intellectual resources - Attempts to build positive relationships with families and caregivers with limited success. - Provides limited professional development to staff to promote culturally responsive practices that positively impact student learning. - Demonstrates an awareness of intolerant statements directed at members of the school community, but inconsistently addresses them.	- Unwilling to understand the community's diverse cultural, social and intellectual resources. - Allows relationships with families and caregivers to be negative. - Does not provide professional development to staff to increase culturally responsive practices. - Ignores or is unaware of intolerant statements directed at members of the school community.
Evidence of Implementation: ● Survey, professional development plans, discipline data, student achievement data, etc.			

PROFESSIONAL CULTURE FOR TEACHERS AND STAFF		PRINCIPAL/ASSISTANT PRINCIPAL	
PC-1: **Develops instructional capacity in staff.** (PSEL Standard 6: Professional Capacity of School Personnel; PSEL Standard 7: Professional Community for Teachers and Staff.			
An instructional leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional capacity of staff.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Utilizes multiple sources of data to determine group and individual professional development needs. - Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals that are reviewed and responsive to changing needs of the school. - Provides differentiated professional development based on individual staff needs in order to achieve school improvement plan goals. - Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day that is consistent and in alignment with the school improvement plan. - Develops teams to take ownership for using data and	- Utilizes multiple sources of data to determine professional development needs. - Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals. - Provides differentiated professional development according to needs of staff and student performance. - Provides opportunities for staff to engage in collaborative planning and critical reflection. - Orchestrates regular teacher team meetings as the prime focus for professional learning.	- Utilizes limited sources of data to determine professional development needs. - Provides professional development that lacks follow-through and is not connected to school improvement goals. - Provides professional development that is partially differentiated but does not take staff and/or student needs into consideration. - Limited opportunities are provided for staff to engage in collaborative planning and critical reflection. - Suggests that teacher teams work together to address students' learning problems.	- Does not use data sources to determine professional development needs. - Does not execute a professional development plan for faculty and staff. - Professional development activities are not differentiated to reflect staff and/or student needs. - Collaborative planning is not promoted. - Does not emphasize teamwork and teachers work mostly in isolation from colleagues.

student work to drive constant refinement of teaching.			

Evidence of Implementation:
- Minutes/agendas, professional development plans, data analysis, etc.

PROFESSIONAL CULTURE FOR TEACHERS AND STAFF	PRINCIPAL/ASSISTANT PRINCIPAL

PC-2: **Develops leadership capacity of staff.** (PSEL Standard 6: Professional Capacity of School Personnel; PSEL Standard 7: Professional Community for Teachers and Staff.

An instructional leader supports the leadership growth of staff.

Highly Effective	Effective	Needs Improvement	Ineffective
● Provides a variety of opportunities for staff members to take leadership roles in school initiatives. ● Establishes a structure and utilizes a continuous improvement process to support staff in setting measurable professional goals that increase their leadership capacity. ● Provides ongoing, actionable feedback to staff members in leadership roles in an effort to develop collaborative leadership skills.	● Provides opportunities for staff to take leadership roles in school initiatives. ● Establishes a process for staff to set and attain measurable professional goals that increase their leadership capacity. ● Provides constructive feedback to staff members in leadership roles in an effort to develop collaborative leadership skills.	● Provides opportunities for few staff members to take leadership roles in school initiatives. ● Establishes a limited process for staff to set and attain measurable professional goals that increase their leadership capacity. ● Provides limited feedback to staff members in leadership roles.	● Does not provide opportunities for staff members to assume leadership roles in school initiatives. ● Does not establish a process for staff to set and attain measurable professional goals that increase their leadership capacity. ● Does not provide feedback to staff members in leadership roles.

Evidence of Implementation:
● Goal setting documentation, minutes/agendas, notes, evaluations, formal and informal observations, etc.

PROFESSIONAL CULTURE FOR TEACHERS AND STAFF		PRINCIPAL/ASSISTANT PRINCIPAL	
PC-3: Utilizes effective hiring processes and procedures to cultivate a diverse workforce. (PSEL Standard 2: Ethics and Professional Norms)			
An instructional leader supports the leadership growth of staff.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Provides a variety of opportunities for staff members to take leadership roles in school initiatives. ● Establishes a structure and utilizes a continuous improvement process to support staff in setting measurable professional goals that increase their leadership capacity. ● Provides ongoing, actionable feedback to staff members in leadership roles in an effort to develop collaborative leadership skills.	● Provides opportunities for staff to take leadership roles in school initiatives. ● Establishes a process for staff to set and attain measurable professional goals that increase their leadership capacity. ● Provides constructive feedback to staff members in leadership roles in an effort to develop collaborative leadership skills.	● Provides opportunities for few staff members to take leadership roles in school initiatives. ● Establishes a limited process for staff to set and attain measurable professional goals that increase their leadership capacity. ● Provides limited feedback to staff members in leadership roles.	● Does not provide opportunities for staff members to assume leadership roles in school initiatives. ● Does not establish a process for staff to set and attain measurable professional goals that increase their leadership capacity. ● Does not provide feedback to staff members in leadership roles.

Evidence of Implementation:
- An instructional leader promotes the success of all students through effective hiring practices of the school's human resources.

PROFESSIONAL CULTURE FOR TEACHERS AND STAFF			PRINCIPAL/ASSISTANT PRINCIPAL
PC-4: **Manages human resources.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 6: Professional Capacity of School Personnel)			
An instructional leader promotes the success of all students through effectively managing the school's human resources.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Monitors staff frequently so that adjustments can be made to increase effectiveness and establish a cohesive school community focused on school continuous improvement. ● Provides ongoing supervision of staff according to position, makes necessary changes based on the needs of the school, and proactively develops professional growth plans. ● Consistently enforces CCPS policies, coordinates with Administrative Services and implements employee disciplinary procedures.	● Monitors the effectiveness of staff and provides feedback to staff in order to make changes as needed. ● Provides supervision of staff according to position, makes necessary changes based on the needs of the school, and initiates improvement plans. ● Enforces CCPS policies, coordinates with Administrative Services and implements employee disciplinary procedures.	● Monitors the effectiveness of staff only when a problem is identified. ● Supervises staff according to position and makes necessary changes based on the needs of the school. ● Minimally enforces CCPS policies and employee disciplinary procedures.	● Fails to supervise staff. ● Supervises staff according to position and makes limited changes based on the needs of the school. ● Does not regularly enforce CCPS policies and employee disciplinary procedures.
Evidence of Implementation: ● Observation and evaluation documents, disciplinary documents, etc.			

ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS			PRINCIPAL/ASSISTANT PRINCIPAL

P-1: **Acts honestly and ethically.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 7: Professional Community for Teachers and Staff)

An instructional leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
● Ensures that staff is informed and follows relevant school laws, policies and procedures, and addresses concerns directly. ● Demonstrates and holds others to the same standard of fairness and respect in actions and communications with all students, staff, and parents. ● Maintains confidential information regarding students and staff appropriately as a priority for self and others. ● Acts in an open and transparent manner with diverse stakeholders in all aspects of the school.	● Ensures that staff is informed and follows relevant school laws, policies, and procedures. ● Demonstrates fairness and respect in actions and communications with all students, staff, and parents. ● Uses confidential information regarding students and staff appropriately. ● Acts in an open and transparent manner.	● Demonstrates awareness of relevant school laws, policies, and procedures. ● Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. ● Shares confidential information inadvertently and/or inappropriately. ● Acts in a manner that is not transparent.	● Acts without knowledge or regard for school laws, policies, and procedures. ● Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. ● Divulges confidential information to inappropriate audiences. ● Acts in a manner that is not transparent and may be illegal.

Evidence of Implementation:
● School Improvement Team created surveys, meeting feedback, anecdotal documentation (emails, conference summaries, letters), etc.

ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS		PRINCIPAL/ASSISTANT PRINCIPAL	
P-2: **Demonstrates a positive work ethic and professionalism.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 7: Professional Community for Teachers and Staff)			
An instructional leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. - Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school- based activities. - Anticipates and adapts to changing conditions and expectations with the best interest of students in mind. - Establishes a school culture that assists staff and students to engage in reflection and personal goal setting. - Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. - Sets high standards for professional appearance,	- Is reliable and consistent about personal attendance and fulfillment of responsibilities. Accepts appointment to district work groups and contributes to the task of the committee. - Adapts to changing conditions and expectations with the best interest of students in mind. - Reflects upon personal effectiveness to establish personal improvement goals. - Stays informed on and adheres to relevant school laws, policies, and procedures. - Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	- Is most often reliable and consistent about personal attendance, but may not post absences as they occur. - Serves on district work groups but is not a consistent contributor. - Adapts to changing conditions and expectations without regard for best interest of students. - Reflects upon personal effectiveness without establishing personal improvement goals. - Is aware of relevant school laws, policies, and procedures but does not adhere to practices. - Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	- Is unreliable or inconsistent about regular, on-time attendance AND/OR does not register personal absences accurately or promptly. - Inconsistent attendance for district work groups and does not contribute when present. - Does not adapt to changing conditions and expectations. - Reflection and goal setting do not occur. - Does not remain updated and informed on relevant school laws, policies, and procedures. - Disregards expectations and allows for others to not uphold expectations.

language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.			

Evidence of Implementation:
- Attendance on committees, conference summaries, Anecdotal documentation (emails, conference summaries, letters), etc.

ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS			PRINCIPAL/ASSISTANT PRINCIPAL
P-3: **Exercises sound judgment in decision making.** (PSEL Standard 2: Ethics and Professional Norms)			
An instructional leader adheres to CCPS policies and regulations, acts as a moral compass for the school or district and demonstrates decision making in the best interest and well-being of staff and students.			

Highly Effective	Effective	Needs Improvement	Ineffective
● Consistently adheres to CCPS policies and regulations and ensures that necessary staff are aware of current policies and regulations. ● Consistently exercises sound judgment in decision making, supporting CCPS policies and regulations, and seeks out resources when necessary. ● Decisions are made to support the best interest and safety of students, staff and the school community, while adhering to laws and policies.	● Adheres to CCPS policies and regulations. ● Exercises sound judgment in decision making, supporting CCPS policies and regulations, and seeks out resources when necessary. ● Decisions are made to support the best interest and safety of students and the staff, while adhering to laws and policies.	● Fails to consistently adhere to CCPS policies and regulations. ● Judgements made may not align to CCPS policies and regulations. ● Decisions do not consistently support safety and well-being of students.	● Fails to acknowledge and adhere to CCPS policies and regulations. ● Demonstrates poor judgment and decision making, indicating a failure to support CCPS policies and procedures. ● Decisions do not support student safety or well-being.

Evidence of Implementation:
- Anecdotal documentation (emails, conference summaries, letters, etc.), use of guiding documents when making decisions, etc.

CECIL COUNTY PUBLIC SCHOOLS
PRINCIPAL/ASSISTANT PRINCIPAL
Annual Evaluation

Name:	Date:
Assignment:	

DOMAIN 1 **INSTRUCTION FOR STUDENT ACHIEVEMENT**	HE	E	NI	InE	N/A
I-1	Initiates and leads a vision for school-wide change					
I-2	Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.					
I-3	Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.					
I-4	Develops schedules to meet the needs of students in alignment with system expectations					
I-5	Promotes instruction that maximizes student learning.					
Comments:						

DOMAIN 2 **MANAGEMENT OF SCHOOL ENVIRONMENT**	HE	E	NI	InE	N/A
M-1	Establishes and maintains a safe and orderly environment					
M-2	Complies with federal, state, and local policies and regulations					
M-3	Manages fiscal resources					
M-4	Manages physical plant					
Comments:						

DOMAIN 3 **COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT**	HE	E	NI	InE	N/A
C-1	Seeks and responds to stakeholder input during decision making processes					
C-2	Advocates for public education/school system					
C-3	Ensures the development of an equitable and culturally responsive school.					
Comments:						

DOMAIN 4 **PROFESSIONAL CULTURE FOR TEACHERS AND STAFF**	HE	E	NI	InE	N/A
PC-1	Develops instructional capacity in staff					
PC-2	Develops leadership capacity of staff					
PC-3	Utilizes effective hiring processes and procedures to cultivate a diverse workforce					
PC-4	Manages human resources					

Comments:	

DOMAIN 5 **ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS**		HE	E	NI	InE	N/A
PC-1	Acts honestly and ethically					
PC-2	Demonstrates a positive work ethic and professionalism					
PC-3	Exercises sound judgment in decision making					
Comments:						

DOMAIN 6 **STUDENT ACHIEVEMENT**		HE	E	NI	InE	N/A
A-1	Academic Index					
A-2	Student Learning Objective #1					
A-3	Student Learning Objective #2					
Comments:						

SUMMARY	HE	E	NI	InE
Domain 1: Instruction for Student Achievement				
Domains 2: Management of the School Environment				
Domain 3: Community Outreach/Stakeholder Engagement				
Domain 4: Professional Culture for Teachers and Staff				
Domain 5: Adheres to Ethical Principles and Norms				
Professional Practices Subscore				
Academic Index				
SLO 1				
SLO 2				
Student Achievement Subscore				
OVERALL EVALUATION				
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1	
INSTRUCTION FOR STUDENT ACHIEVEMENT	
I-1	Initiates and leads a vision for school-wide change
I-2	Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan.
I-3	Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment.
I-4	Develops schedules to meet the needs of students in alignment with system expectations
I-5	Promotes instruction that maximizes student learning.
Rating	❏ Highly Effective ❏ Effective ❏ Needs Improvement ❏ Ineffective
Comments:	

DOMAIN 2	
MANAGEMENT OF SCHOOL ENVIRONMENT	
M-1	Establishes and maintains a safe and orderly environment.
M-2	Complies with federal, state, and local policies and regulations
M-3	Maintains fiscal resources
M-4	Manages physical plant
Rating	❏ Highly Effective ❏ Effective ❏ Needs Improvement ❏ Ineffective
Comments:	

DOMAIN 3	
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT	
C-1	Seeks and responds to stakeholder input during decision making processes
C-2	Advocates for public education/school system
C-3	Ensures the development of an equitable and culturally responsive school.
Rating	❏ Highly Effective ❏ Effective ❏ Needs Improvement ❏ Ineffective
Comments:	

DOMAIN 4				
PROFESSIONAL CULTURE FOR TEACHERS AND STAFF				
PC-1	Develops instructional capacity in staff			
PC-2	Develops leadership capacity of staff			
PC-3	Utilizes effective hiring practices and procedures to cultivate a diverse workforce			
PC-4	Manages human resources			
Rating	❏Highly Effective	❏ Effective	❏ Needs Improvement	❏Ineffective
Comments:				

DOMAIN 5				
ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS				
P-1	Acts honestly and ethically			
P-2	Demonstrates a positive work ethic and professionalism			
P-3	Exercises sound judgment in decision making.			
Rating	❏Highly Effective	❏ Effective	❏ Needs Improvement	❏Ineffective
Comments:				

DOMAIN 6				
STUDENT ACHIEVEMENT				
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?				
Rating	❏Highly Effective	❏ Effective	❏ Needs Improvement	❏Ineffective
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

DOMAIN 1 **INSTRUCTION FOR STUDENT ACHIEVEMENT**	
I-1	Initiates and leads a vision for school-wide change
I-2	Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan
I-3	Uses the evaluation processes to ensure delivery of curriculum, high quality instruction, and aligned assessment
I-4	Develops schedules to meet the needs of students in alignment with system expectations
I-5	Promotes instruction that maximizes student learning
Professional Activities:	

DOMAIN 2 **MANAGEMENT OF SCHOOL ENVIRONMENT**	
M-1	Establishes and maintains a safe and orderly environment
M-2	Complies with federal, state, and local policies and regulations
M-3	Manages fiscal resources
M-4	Manages physical plant
Professional Activities:	

DOMAIN 3 **COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT**	
C-1	Seeks and responds to stakeholder input during decision making processes
C-2	Advocates for public education/school system
C-3	Ensures the development of an equitable and culturally responsive school
Professional Activities:	

DOMAIN 4 **PROFESSIONAL CULTURE FOR TEACHERS AND STAFF**	
PC-1	Develops instructional capacity in staff
PC-2	Develops leadership capacity of staff
PC-3	Utilizes effective hiring processes and procedures to cultivate a diverse workforce
PC-4	Manages human resources
Professional	

Activities:	

DOMAIN 5	
ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS	
P-1	Acts honestly and ethically
P-2	Demonstrates a positive work ethic and professionalism
P-3	Exercises sound judgment in decision making
Professional Activities:	

DOMAIN 6	
STUDENT ACHIEVEMENT	
A-1	Academic Index
A-2	Student Learning Objective/Goal #1
A-3	Student Learning Objective/Goal #2
Professional Activities:	

Submitted by   Date

EVALUATION MATERIALS FOR:

Coordinator/Program Facilitator/Manager

INSTRUCTION FOR STUDENT ACHIEVEMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

I-1: **Promotes the district's vision.** (PSEL Standard 1: Vision, Mission, and Core Values)

An instructional leader articulates, supports, and promotes the school system's vision for quality teaching and learning.

Highly Effective	Effective	Needs Improvement	Ineffective
• Demonstrates flexibility and innovative leadership in responding to current national standards in order to develop an instructional vision. Communicates current trends to system leadership. • Develops an instructional vision that is articulated, implemented, shared, and supported by all stakeholders to address the values, challenges, and opportunities for the academic, social, and emotional development of students. • Develops procedures to embed the instructional vision in the school system culture and frequently reviews the relevance of the vision.	• Develops an instructional vision aligned with national standards and collaborates with system leadership. • Develops an instructional vision that actively works to address the values, challenges, and opportunities for the academic, social, and emotional development of students. • Develops procedures for the implementation and periodic review of an instructional vision. • Ensures that resources are aligned to support the instructional vision by providing guidance to system and building leaders.	• Develops an instructional vision that minimally addresses the current national standards and/or with minimal collaboration with system leadership. • Develops an instructional vision but this vision is not implemented to address the current academic, social and emotional development of students. • Develops procedures for the implementation of an instructional vision but does not provide opportunities for periodic review. • Provides minimal guidance on the selection of resources to support the instructional vision.	• Does not collaborate with system leadership or address the current national standards to develop an instructional vision. • Develops an instructional vision that does not reflect the current academic, social and emotional development of students. • Does not develop procedures for implementation and does not provide for review of an instructional vision. • Does not provide guidance on the selection of resources to support the instructional vision.

Evidence of Implementation:
- Program/Department improvement plan is aligned to the district vision; artifacts may include professional learning plan, goals and objectives, agendas, minutes and feedback.

INSTRUCTION FOR STUDENT ACHIEVEMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

I-2: **Develops and implements a strategic instructional plan.** (PSEL Standard 4: Curriculum, Instruction, and Assessment; PSEL 10: School Improvement)

An instructional leader utilizes data analysis to determine system needs and works collaboratively to develop and implement instructional plans that enable students to reach academic, social, and emotional goals. The instructional leader will ensure that the strategic instructional plan aligns with the Cecil County Public Schools' Strategic Plan.

Highly Effective	Effective	Needs Improvement	Ineffective
● Demonstrates flexibility in responding to current trends to create and implement a specific strategic instructional plan with collaborative stakeholder input. ● Utilizes technology in a variety of formats to inform multiple stakeholder groups of progress toward system improvement goals. ● Ensures that research based strategies are utilized by highly qualified professionals to address the needs of all students. ● Provides opportunities for stakeholders to regularly analyze data and monitor the effectiveness of the plan. Collaborates to make adjustments accordingly to continue progress toward meeting the goals. ● Technology is used in accordance with MSDE standards.	● Creates and implements a specific strategic instructional plan through collaborative stakeholder input. ● Collects and analyzes data to identify goals, assess program effectiveness, and promote learning. Utilizes technology in this process. ● Ensures that strategies are developed and implemented to address the needs of all students. ● Analyzes data regularly to monitor the effectiveness of the plan and makes adjustments accordingly to continue progress toward meeting the goals. Utilizes technology in this process.	● Creates a strategic instructional plan but does not implement all of the specific strategies in the plan. ● Collects and analyzes data but does not use it purposefully to identify goals, assess program effectiveness, and promote learning. ● Ensures that strategies are developed but these strategies are not effectively implemented to address the needs of all students. ● Collects and analyzes data but does not use it purposefully to make adjustments accordingly to continue progress toward meeting the goals.	● Creates a strategic instructional plan without collaboration and/or fails to implement the plan. ● Does not use data to inform system improvement decisions. ● Does not develop or implement strategies to address the needs of all students. ● Displays no evidence of data analysis and does not monitor the progress of the plan toward meeting the goals. ● Technology is not vetted but used anyway.

Evidence of Implementation:

- Program/department guidelines; curricula documents; process and practices documentation.

INSTRUCTION FOR STUDENT ACHIEVEMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

I-3: **Develops, adapts, and evaluates curriculum and assessments.** (PSEL Standard 4: Curriculum, Instruction, and Assessment; PSEL Standard 5: Continuity of Care and Support for Students; PSEL Standard 10: School Improvement)

An instructional leader develops, adapts, evaluates, and updates curriculum and assessments that promote the success and well-being of every student in alignment with national, state, and system expectations. An instructional leader also makes recommendations to building leaders for the allocation, alignment, and efficient utilization of human, facility, and technology resources.

Highly Effective	Effective	Needs Improvement	Ineffective
● Involves multiple stakeholders in the development of curriculum and assessments based on current national, state, and system standards. Works with national, state, and regional teams to develop curriculum and assessments. ● Ensures that curriculum writers are trained in the principles of the system's philosophical framework in order to develop curriculum and assessments. ● Routinely reviews student performance data to evaluate the effectiveness of the curriculum and assessments. Uses this information for revisions and updates as needed. Communicates these findings to stakeholders. ● Analyzes feedback from multiple stakeholders to identify trends and areas of success/needs. Uses this analysis to inform revisions and updates to the curriculum	● Involves multiple stakeholders in the development of curriculum and assessments based on current national, state, and system standards. ● Develops curriculum and assessments that are aligned with the system's philosophical framework. ● Periodically reviews student performance data to evaluate the effectiveness of the curriculum and assessments. Uses this information for revisions and updates as needed. ● Involves multiple stakeholders in providing feedback to inform revisions and updates to the curriculum and assessments. ● Recommends that instructional assignments are aligned to the strengths and certifications of staff.	● Develops curriculum and assessments without representation of a variety of stakeholders. ● Inconsistently uses the system's philosophical framework in the development of curriculum and assessments. ● Reviews student performance data but does not use this information consistently for revisions and updates to curriculum and assessments. ● Involves few stakeholders in providing feedback to inform revisions and updates to the curriculum and assessments. ● Knows the strengths and/or certifications of staff but does not consistently make recommendations to match these to the instructional assignments.	● Does not use current national, state, and system standards in the development of curriculum and assessments. ● Does not use the system's philosophical framework to develop curriculum and assessments. ● Does not use student performance data to inform revisions and updates to curriculum and assessments. ● Does not request feedback from stakeholders to inform revisions and updates to the curriculum and assessments. ● Is unaware of the strengths and certifications of staff when making instructional recommendations.

and assessments. ● Involves staff members in ensuring that their strengths and certifications match instructional assignments to enhance the overall instructional program.			

Evidence of Implementation:
- Curriculum guides; scope and sequence; unit assessments

INSTRUCTION FOR STUDENT ACHIEVEMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

I-4: **Uses the evaluation processes to ensure curriculum implementation and high quality instruction.** (PSEL Standard 4: Curriculum, Instruction, and Assessment; PSEL Standard 10: School Improvement)

An instructional leader provides feedback, direction, and resources to ensure that the curriculum is implemented with fidelity and that high quality instructional practices are being utilized to meet the needs of all students. An instructional leader ensures that high expectations are set for the academic growth of all students.

Highly Effective	Effective	Needs Improvement	Ineffective
● Conducts regular and purposeful observations that target school improvement strategies and identifies professional learning needs. ● Exceeds the expectations for implementing the teacher evaluation system which may include more frequent evaluations. ● Provides formal constructive feedback during observation and evaluation conferences as well as during ongoing informal visits, meetings, and conversations with teachers regarding curriculum and instruction. ● Collaborates with school and system personnel to provide appropriate resources that maximize classroom instruction and student learning. ● Actively searches for technology resources to maximize classroom instruction and student learning.	● Conducts regular and purposeful observations that lead to the meaningful evaluation of teacher performance. ● Implements the teacher evaluation system in accordance with the Teacher Evaluation Handbook. ● Provides formal constructive feedback during observation and evaluation conferences. This feedback clearly addresses each domain of the observation and evaluation forms. ● Ensures that appropriate resources are provided to support classroom instruction and student learning. ● Promotes the most appropriate use of technology to support classroom instruction and student learning. ● Ensures the alignment of curriculum, instruction, and assessment in the specific	● Does not consistently conduct purposeful observations, and teacher evaluations are not meaningful. ● Does not consistently implement the teacher evaluation system in accordance with the Teacher Evaluation Handbook. ● Provides feedback during observation and evaluation conferences but this feedback may not be constructive and may not address each domain of the observation and evaluation forms. ● Provides minimal resources to support classroom instruction and student learning. Does not provide for equitable allocation of resources. ● Promotes the use of technology but this technology does not support classroom instruction and student learning. ● Is mindful of the alignment of	● Does not conduct regular and purposeful observations, and teacher evaluations are not meaningful. ● Does not meet the timelines or requirements of the teacher evaluation system. ● Does not provide formal constructive feedback during observation and evaluation conferences. ● Does not provide appropriate resources to support classroom instruction and student learning. ● Use of technology is not valued as a tool to support classroom instruction and student learning. ● Does not ensure the alignment of curriculum, instruction, and assessment. Does not seek resources to understand this alignment.

● Collaborates with school and system personnel to ensure the alignment of curriculum, instruction, and assessment in the specific content area and seeks opportunities to keep current with changes and updates.	content area.	curriculum, instruction, and ● assessment but does not ensure the alignment in the specific content area.	

Evidence of Implementation:
- Observation/evaluation data (formal and informal)

MANAGEMENT OF RESOURCES		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
M-1: **Complies with federal, state, and local policies and regulations.** (PSEL Standard 5: Community of Care and Support for Students; PSEL Standard 9: Operation and Management)			
An instructional leader crafts and connects management operations, policies and resources to the federal, state and local policies and regulations			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Is aware of emerging trends and proactively seeks ways to review and revise processes to advance programming in alignment with current federal, state and local policies and regulations. - Proactively implements federal, state, and local policies and procedures. - Enables others to understand, adhere to and support relevant laws, and policies. - Develops a budget that aligns with the vision of the department.	- Ensures that programs are aligned with current federal, state, and local policies and regulations. - Understands, adheres to and supports relevant laws and policies. - Develops a budget that mostly aligns with the vision of the department.	- Programs are not consistently aligned with federal, state, and local policies and regulations. - Does not consistently adhere to relevant laws and policies. - Develops a budget that loosely aligns with the vision of the department.	- Does not ensure that programs are aligned with federal, state, and local policies and regulations. - Does not adhere to relevant laws and policies. - Does not develop a budget that aligns with the vision of the department.
Evidence of Implementation: Policies and regulations; compliance with state and local policy/regulations			

MANAGEMENT OF RESOURCES		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
M-2: **Manages fiscal resources.** (PSEL Standard 2: Ethics and Professional Norms; ; PSEL Standard 9: Operation and Management)			
The instructional leader uses good fiscal management skills and bases decisions on student and program needs.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Develops an annual budget and locates or secures grants to help support the strategic instructional plan. ● Projects long-term resource needs of the district. ● Continuously scrutinizes expenditures to maintain maximum fiscal responsibility. ● Allocates funds in a fiscally responsible manner and adjusts to changing needs of the program. ● Adheres to CCPS business services procedures and ensures that all staff members follow the CCPS policies and procedures; while securing best prices and discounts for educational resources.	● Develops an annual budget that aligns to the strategic instructional plan. ● Allocates funds in a fiscally responsible manner to support the implementation of the strategic instructional plan. ● Adheres to CCPS business services procedures and ensures that all staff members follow the CCPS policies and procedures.	● Develops a budget that minimally supports the strategic instructional plan. ● Allocates funds that do not fully align with the implementation of the strategic instructional plan. ● Inconsistently adheres to CCPS business services procedures and does not communicate these expectations to staff members.	● Develops a budget that does not support the strategic instructional plan, or fails to develop a budget. ● Allocates funds in an irresponsible manner and fails to implement the budget to support the strategic instructional plan. ● Fails to regularly follow or communicate to stakeholders the CCPS business services procedures and policies.
Evidence of Implementation: ● Budget documents; Request for Proposals, etc.			

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

C-1: **Communicates effectively with all stakeholders.** (PSEL Standard 1: Vision, Mission and Core Values; PSEL Standard 8: Meaningful Engagement of Families and Community)

The instructional leader promotes the success of all students through effective communication with all stakeholder groups including school leaders, teachers, families, and community members. An instructional leader encourages open communication with members of diverse cultural and social groups.

Highly Effective	Effective	Needs Improvement	Ineffective
- Provides multiple opportunities to communicate with stakeholder groups to celebrate success and to address concerns regarding program/system initiatives. - Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. - Uses multiple data resources during multimedia presentations to engage stakeholders and to support decisions made for programs and initiatives.	- Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. - Encourages input from members of the school community to be active in supporting program/system initiatives. - Utilizes multiple resources and styles of presentation to engage stakeholders and incorporates data to support program/system initiatives.	- Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. - Encourages few members of the school community to provide feedback regarding concerns about program/system initiatives. - Relies on one or two methods/times to communicate with stakeholders using data that does not directly support the system/program initiative.	- Few opportunities are provided for stakeholder groups to discuss and support the program/system initiatives. - Little or inappropriate responses are provided to members of the school community on program/system initiatives. - Relies on one or two methods/times to communicate with stakeholders without using supportive data.

Evidence of Implementation:
- Sample communication (newsletters, presentations, etc.); communication plan

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT	COORDINATOR/PROGRAM FACILITATOR/MANAGER

C-2: **Seeks and responds to stakeholder input during decision making processes.** (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 8: Meaningful Engagement of Families and Community)

The instructional leader ensures that all stakeholder needs are considered when developing program changes.

Highly Effective	Effective	Needs Improvement	Ineffective
● Actively builds and sustains the program with input from stakeholders regarding needs before implementing change. ● Anticipates needs and addresses those needs through all stakeholder groups. ● The instructional leader ensures collaboration with stakeholders and considers and respects needs when developing and or sustaining program changes.	● Responds to input regarding stakeholder needs before implementing change. ● Responds appropriately to input given from stakeholder groups.	● Reacts inconsistently to the needs of stakeholder groups. ● Responds to stakeholder input inconsistently.	● Demonstrates no reaction to the known needs of stakeholder groups. ● Responds in a manner that is inconsistent with county policies and procedures when working with stakeholder groups.

Evidence of Implementation:
   ● Surveys, informal notes, focus group feedback

COMMUNITY OUTREACH AND STAKEHOLDER ENGAGEMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

C-3: Advocates for public education/school system. (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 5: Community of Care and Support for Students)

The instructional leader advocates, promotes and supports public education/the school system and the coordinator's program throughout the community and school system.

Highly Effective	Effective	Needs Improvement	Ineffective
● Schedules and arranges multiple opportunities to promote and support initiatives of the school system. ● Assists in the development, review, and update of county policies and procedures. Implements county policies and procedures fairly and consistently. ● Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	● Utilizes opportunities to publicly support the initiatives of the school system. ● Implements county policies and procedures fairly and consistently. ● Presents a positive outlook on local, state, and federal initiatives currently implemented in the school system.	● Makes limited effort to publicly support the initiatives of the school system. ● Implements county policies and procedures inconsistently. ● Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.	● Shows no visible public support of the initiatives of the school system. ● Demonstrates limited knowledge/understanding of county policies and procedures. ● Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.

Evidence of Implementation:
- Meeting agendas/minutes; attendance at community engagement events

HUMAN RESOURCES DEVELOPMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
HR-1: **Develops instructional capacity in staff.** (PSEL Standard 6: Professional Capacity of School Personnel)			
The instructional leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional capacity of teachers and administrators.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to program improvement goals that are reviewed and responsive to changing needs of the school system. ● Provides differentiated professional development based on individual staff needs in order to achieve program improvement plan goals. ● Provides opportunities for staff to engage in collaborative planning and critical reflection during professional development sessions. These opportunities are consistent and in alignment with the program improvement plan.	● Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to program improvement goals. ● Provides differentiated professional development according to career stages, needs of staff, and student performance. ● Promotes opportunities for staff to engage in collaborative planning and critical reflection.	● Provides professional development that lacks follow-through and is not connected to program improvement goals. ● Provides professional development that is partially differentiated but does not take into consideration need. ● Limited opportunities are provided for staff to engage in collaborative planning and critical reflection.	● Does not demonstrate the ability to execute a professional development plan for faculty and staff. ● Professional development activities are not differentiated. ● Collaborative planning and/or critical reflection are not promoted.

Evidence of Implementation:
- Professional learning agendas/presentations/minutes, surveys from professional learning opportunities.

HUMAN RESOURCES DEVELOPMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	

HR-2: Develops leadership capacity of staff. (PSEL Standard 6: Professional Capacity of School Personnel)

An instructional leader provides support and training in an effort to build leadership capacity of teachers and administrators.

Highly Effective	Effective	Needs Improvement	Ineffective
● Provides opportunities for teacher members from multiple schools to take leadership roles in system initiatives. ● Provides multiple opportunities for the development of administrators' understanding and capacity of a particular discipline or programs through training, communications and joint observations. ● Provides multiple opportunities for teacher leaders within schools and across the county to develop and facilitate county initiatives.	● Provides opportunities for teacher members to take leadership roles in system initiatives. ● Develops administrators' understanding and capacity of particular discipline or programs through training, communications and joint observations. ● Developing teacher leaders within schools to facilitate county initiatives.	● Provides limited opportunities for minimal teacher members to take leadership roles in system initiatives. ● Provides limited opportunities to develop understanding and capacity of particular discipline or programs through training, communications and joint observations. ● Provides limited development of teacher leaders within schools to facilitate county initiatives.	● Does not provide opportunities for teacher members to assume leadership roles in system initiatives. ● Does not develop understanding and capacity of particular discipline or programs through training, communications and joint observations. ● Does not develop or utilize teacher leaders within schools to facilitate county initiatives.

Evidence of Implementation:
● Meeting agendas, minutes, documentation of support for leadership opportunities

HUMAN RESOURCES DEVELOPMENT		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
HR-3: Manage human resources. (PSEL Standard 6: Professional Capacity of School Personnel)			
The instructional leader promotes the success of all students through effective hiring practices and management of the system's human resources.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Assists in the recruiting, interviewing, and hiring of highly qualified teachers. - Promotes, advocates, and recruits culturally diverse applicants. - Regularly reviews and provides feedback about the policies for the hiring and training of staff. - Serves as a resource for others with regards to the language of the negotiated agreements. - Trains and supports administrative/clerical staff, allowing them to take initiative and act independently to maintain program operations.	- Assists in the interviewing and hiring of highly qualified teachers. - Promotes the interviewing and hiring of culturally diverse applicants. - Follows and stays current with changes to the Cecil County Public Schools' policies regarding the hiring and training of staff. - Is knowledgeable of and adheres to all negotiated agreements. - Trains and supports administrative/clerical staff, allowing them to contribute to program operations.	- Does not offer support with interviewing and hiring teacher candidates. - Inconsistently promotes the interviewing and hiring of culturally diverse applicants. - Follows perceived policies for hiring and training of staff without staying current with policy changes. - Does not consistently adhere to the negotiated agreements. - Inconsistently trains and supports administrative/clerical staff allowing minimal independent - actions in support of program operations.	- Does not assist with interviewing teacher candidates. - Makes no effort to include culturally diverse applicants in the interview process. - Demonstrates a lack of knowledge and disregard for the hiring and training policies. - Disregards negotiated agreements. - Inadequately trains or supports administrative/ clerical staff, resulting in minimal understanding or support of program operations.
Evidence of Implementation: Job postings/data on interviews/recruitment			

RELATED PROFESSIONAL RESPONSIBILITIES	COORDINATOR/PROGRAM FACILITATOR/MANAGER

P-1: **Communicates and acts honestly and ethically.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 7: Professional Community for Teachers and Staff)

The instructional leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The instructional leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
● Ensures that staff is informed and follows relevant school laws, policies, and procedures and addresses concerns directly. ● Demonstrates and holds others to the same standard of fairness and respect in actions and communications with all students, staff, and parents. ● Maintains confidential information regarding students and staff appropriately; is a priority for self and others. ● Is transparent in all decision-making and involves others when appropriate for personnel, district and school decision making.	● Ensures that staff is informed and follows relevant school laws, policies, and procedures. ● Demonstrates fairness and respect in actions and communications with all students, staff, and parents. ● Uses confidential information regarding students and staff appropriately. ● Maintains transparency in personnel and school decision making. ● Evaluates the potential moral and legal consequences of decision making.	● Demonstrates awareness of relevant school laws, policies, and procedures. ● Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. ● Confidential information may be inadvertently shared inappropriately. ● Rationale for decision-making is not always clear.	● Acts without knowledge or regard for school laws, policies, and procedures. ● Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. ● Divulges confidential information to inappropriate audiences. ● Rationale is self-serving and not in the best interest of school.

Evidence of Implementation:
● Survey feedback, anecdotal documentation (emails, conference summaries, letters, etc.).

RELATED PROFESSIONAL RESPONSIBILITIES	COORDINATOR/PROGRAM FACILITATOR/MANAGER

P-2: **Respects diversity in the school community.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 3: Equity and Cultural Responsiveness)

The instructional leader is aware of the diverse cultures represented in the community and is sensitive to issues and events that affect the community. When appropriate, the leader designs and executes a course of action to address issues or incidents that have the potential of negatively impacting members of the community.

Highly Effective	Effective	Needs Improvement	Ineffective
- Works in the community to form external partnerships that support the school's efforts to identify and meet diverse needs. - Works in collaboration with stakeholders to implement, adjust, and evaluate educational programming to meet the needs of diverse constituents. - Creates an infrastructure that helps to monitor and ensure equitable district practices and programming.	- Demonstrates the ability to build community consensus - Demonstrates ability to develop, implement, and evaluate, and adapt educational programming to meet the needs of diverse constituents. - Sets district-wide expectations for the fair treatment of all persons. - Reviews and critiques district policies, programs, and practices to ensure that student needs inform all aspects of schooling.	- Is aware of diverse community membership but may not consistently adjust programs to meet the diverse needs of the various constituencies. - Recognizes the need of educational programming for diverse constituents. - Recognizes the need for fair treatment but fails to establish clear expectations.	- Is unaware or does not consider diverse needs of the community subgroups. - Acts with insensitivity or disregard for unique needs of community members. - Does not recognize the inequity and treatment of others.

Evidence of Implementation:
- Survey results, meeting feedback, anecdotal data

RELATED PROFESSIONAL RESPONSIBILITIES		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
P-3: **Demonstrates a positive work ethic.** (PSEL Standard 2: Ethics and Professional Norms)			
The instructional leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. ● Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school based activities. ● Anticipates and adapts to changing conditions and expectations with the best interest of students in mind. ● Establishes a district culture that assists staff and students to engage in reflection and personal goal setting.	● Is reliable and consistent about personal attendance and fulfillment of responsibilities. ● Accepts appointment to district work groups and contributes to the task of the committee. ● Adapts to changing conditions and expectations with the best interest of students in mind. ● Reflects upon personal effectiveness to establish personal improvement goals. ● Upholds core values of Cecil County Public Schools.	● Is most often reliable and consistent about personal attendance, but may not post absences as they occur. ● Serves on district work groups but is not a consistent contributor. ● Adapts to changing conditions and expectations without regard for the best interest of students. ● Reflects upon personal effectiveness without establishing personal improvement goals	● Is unreliable or inconsistent about regular, on time attendance, AND/OR does not register personal absences accurately or promptly. ● Inconsistent attendance for district work groups and does not contribute when present. ● Does not adapt to changing conditions and expectations. ● Reflection and goal setting do not occur.
Evidence of Implementation: ● Goal setting and reflection; compliance with deadlines for tasks			

RELATED PROFESSIONAL RESPONSIBILITIES		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
P-4: **Models professionalism.** (PSEL Standard 2: Ethics and Professional Norms)			
The instructional leader serves as a model of professional behavior and demeanor in appearance, language usage, punctuality and composure. The leader demonstrates respect for the opinions and interests of others in the organization and accepts responsibility for one's own actions and decisions.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. ● Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.	● Stays informed on and adheres to relevant school laws, policies, and procedures. ● Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	● Is aware of relevant school laws, policies, and procedures but does not adhere to practices. ● Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	● Does not remain updated and informed on relevant school laws, policies, and procedures. ● Disregards expectations and allows for others to not uphold expectations.
Evidence of Implementation: ● Attendance on committees, conference summaries, anecdotal documentation (emails, conference summaries, letters, etc.)			

RELATED PROFESSIONAL RESPONSIBILITIES		COORDINATOR/PROGRAM FACILITATOR/MANAGER	
P-4: **Establishes and pursues appropriate goals for professional growth.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 6: Professional Capacity of School Personnel; PSEL Standard 10: School Improvement)			
The instructional leader facilitates and promotes lifelong learning by pursuing, applying, and sharing professional growth experiences.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Sets and monitors progress toward appropriate goals for professional growth that are aligned with the school improvement plan shared with the school community. ● Maintains high levels of participation in professional development opportunities that are aligned with the district improvement plan, includes faculty/staff, and shares with the school community.	● Sets and monitors progress toward appropriate goals for professional growth. ● Pursues opportunities for continued professional development by reading, coursework, conference attendance, professional committee work, and visiting other schools.	● Sets appropriate goals for professional growth but does not put a monitoring plan in place. ● Participates in professional development activities as directed.	● Shows little evidence of working toward the goals set for professional growth. ● Does not participate in personal professional development activities and demonstrates little direction or need for professional development.
Evidence of Implementation: ● Attendance on committees, conference summaries, anecdotal documentation (emails, conference summaries, letters, etc.)			

Name:		Date:	
Assignment:			

DOMAIN 1		HE	E	NI	InE	N/A
INSTRUCTION FOR STUDENT ACHIEVEMENT						
I-1	Promotes the district's vision					
I-2	Develops and implements a strategic instructional plan.					
I-3	Develops, adapts, and evaluates curriculum and assessments					
I-4	Uses the evaluation processes to ensure curriculum implementation and high-quality instruction.					
Comments:						

DOMAIN 2		HE	E	NI	InE	N/A
MANAGEMENT OF RESOURCES						
M-1	Complies with federal, state, and local policies and regulations					
M-2	Manages fiscal resources					
Comments:						

DOMAIN 3		HE	E	NI	InE	N/A
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT						
C-1	Communicates effectively with all stakeholders to promote the success of all students					
C-2	Seeks and responds to stakeholder input during decision making processes					
C-3	Advocates for public education/school system					
Comments:						

DOMAIN 4		HE	E	NI	InE	N/A
DEVELOPING HUMAN RESOURCES						
PC-1	Develops instructional capacity of staff					
PC-2	Develops leadership capacity of staff					
PC-3	Manages human resources					
Comments:						

DOMAIN 5 RELATED PROFESSIONAL RESPONSIBILITIES		HE	E	NI	InE	N/A
P-1	Communicates and acts honestly and ethically					
P-2	Respects diversity in the school community					
P-3	Demonstrates a positive work ethic					
P-4	Models professionalism					
P-5	Establishes and pursues appropriate goals for professional growth					
Comments:						

DOMAIN 6 STUDENT ACHIEVEMENT		HE	E	NI	InE	N/A
A-1	Academic Index					
A-2	Student Learning Objective #1					
A-3	Student Learning Objective #2					
Comments:						

SUMMARY	HE	E	NI	InE
Domain 1: Instruction for Student Achievement				
Domains 2: Management of Resources				
Domain 3: Community Outreach/Stakeholder Engagement				
Domain 4: Developing Human Resources				
Domain 5: Related Professional Responsibilities				
Professional Practices Subscore				
Academic Index				
SLO 1				
SLO 2				
Student Achievement Subscore				
OVERALL EVALUATION				
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1 **INSTRUCTION FOR STUDENT ACHIEVEMENT**				
I-1	Promotes the district's vision.			
I-2	Develops and implements a strategic instructional plan			
I-3	Develops, adapts, and evaluates curriculum and assessments			
I-4	Uses the evaluation process to ensure curriculum implementation and high-quality instruction			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 2 **MANAGEMENT OF RESOURCES**				
M-1	Complies with federal, state, and local policies and regulations			
M-2	Maintains fiscal resources			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 3 **COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT**				
C-1	Communicates effectively with all stakeholders to promote the success of all students			
C-2	Seeks and responds to stakeholder input during decision making processes			
C-3	Advocates for public education/school system			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 4 **DEVELOPING HUMAN RESOURCES**				
PC-1	Develops instructional capacity of staff			
PC-2	Develops leadership capacity of staff			
PC-3	Manages human resources			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective

Comments:	

DOMAIN 5	
RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respect diversity in the school community
P-3	Demonstrates a positive work ethic
P-4	Models professionalism
P-5	Establishes and pursues appropriate goals for professional growth
Rating	❏ Highly Effective ❏ Effective ❏ Needs Improvement ❏ Ineffective
Comments:	

DOMAIN 6	
STUDENT ACHIEVEMENT	
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?	
Rating	❏ Highly Effective ❏ Effective ❏ Needs Improvement ❏ Ineffective
Comments:	

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

DOMAIN 1	
INSTRUCTION FOR STUDENT ACHIEVEMENT	
I-1	Promotes the district's vision
I-2	Develops and implements a strategic instructional plan.
I-3	Develops, adapts, and evaluates curriculum and assessments
I-4	Uses the evaluation processes to ensure curriculum implementation and high-quality instruction.
Professional Activities:	

DOMAIN 2	
MANAGEMENT OF RESOURCES	
M-1	Complies with federal, state, and local policies and regulations
M-2	Manages fiscal resources
Professional Activities:	

DOMAIN 3	
COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT	
C-1	Communicates effectively with all stakeholders to promote the success of all students
C-2	Seeks and responds to stakeholder input during decision making processes
C-3	Advocates for public education/school system
Professional Activities:	

DOMAIN 4	
DEVELOPING HUMAN RESOURCES	
PC-1	Develops instructional capacity of staff
PC-2	Develops leadership capacity of staff
PC-3	Manages human resources
Professional Activities:	

DOMAIN 5	
RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respect diversity in the school community
P-3	Demonstrates a positive work ethic
P-4	Models professionalism
P-5	Establishes and pursues appropriate goals for professional growth
Professional Activities:	

DOMAIN 6	
STUDENT ACHIEVEMENT	
A-1	Academic Index
A-2	Student Learning Objective/Goal #1
A-3	Student Learning Objective/Goal #2
Professional Activities:	

Submitted by   Date

EVALUATION MATERIALS FOR:

Pupil Personnel Worker

LEADERSHIP			PUPIL PERSONNEL WORKER

L-1: Establishes and maintains high expectations. (PSEL Standard 1: Mission, Vision, and Core Values)

An education leader creates an environment conducive to learning by establishing high expectations for students, staff, and community. This is reflected in creating challenging goals that adhere to school law and the district's policies and procedures.

Highly Effective	Effective	Needs Improvement	Ineffective
● Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interest of students. ● Establishes a community culture that assists students and families to engage in reflection and personal goal setting. ● Communicates clearly through the use of personal visits, phone calls/texts, emails and other platforms.	● Stays informed on and adheres to relevant school laws, policies, and procedures. ● Supports a culture that assists students and families to engage in reflection and personal goal setting. ● Communicates through the use of personal visits, phone calls/texts.	● Is aware of relevant school laws, policies, and procedures but does not adhere to practices. ● Inconsistently supports a culture that assists students and families to engage in reflection and personal goal setting. ● Inconsistent communication through the use of perfronal visits, phone calls/texts.	● Does not remain updated and informed on relevant school laws, policies, and procedures. ● Does not support a culture that assists students and families to engage in reflection and personal goal setting. ● Does not communicate through available resources.

Evidence of Implementation:
- PPW Log; Interactions with school administrators

67

LEADERSHIP			PUPIL PERSONNEL WORKER

L-2: **Demonstrates organizational ability.** (PSEL Standard 9: Operations and Management)

An education leader is organized and creates an environment of competence and reliability. By being organized, performance in various activities will be seen as thorough and complete.

Highly Effective	Effective	Needs Improvement	Ineffective
- Record keeping is detailed, factual, and highly systematic; the organizational system is an example to others. - Reports are submitted in advance of the deadline. - Prioritizes tasks to support maximum efficiency.	- Reports, records, and documentation are accurate. - Reports are submitted in a timely manner. - Manages tasks to complete them in an efficient manner.	- Reports, records, and documentation are generally accurate. - Reports are submitted in an inconsistent manner. - Some tasks are completed inefficiently.	- Reports, records, and documentation are missing or inaccurate resulting in confusion. - Reports are submitted late or not at all. - Multiple tasks are not completed.

Evidence of Implementation: ● Report submissions, timeliness and adherence to deadlines

LEADERSHIP			PUPIL PERSONNEL WORKER

L-3: Demonstrates oral and written communication skills. (PSEL Standard 7: Professional Community for Teachers and Staff)

An education leader promotes the success of all students through effective communication with all stakeholder groups including school leaders, teachers, families, and community members. An education leader encourages open communication with members of diverse cultural and social groups.

Highly Effective	Effective	Needs Improvement	Ineffective
● Provides multiple opportunities to communicate with stakeholder groups to celebrate successes and to address concerns regarding program/system initiatives. ● Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. ● Uses multiple data resources during presentations to engage and inform stakeholders and to support decisions made for programs and initiatives.	● Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. ● Encourages input from members of the school community to be active in supporting program/system initiatives. ● Utilizes multiple resources and styles of presentation to engage stakeholders and incorporates data to support program/system initiatives.	● Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. ● Encourages few members of the school community to provide feedback regarding concerns about program/system initiatives. ● Relies on one or two methods/times to communicate with stakeholders using data that does not directly support the system/program initiatives.	● Few opportunities are provided for stakeholder groups to discuss and support program/system initiatives. ● Little or inappropriate responses are provided to members of the school community on program/system initiatives. ● Relies on one or two methods/times to communicate with stakeholders without using supportive data.

Evidence of Implementation:
- Sample written communications; observations of oral communication and evidence of stakeholder input in decision making

LEADERSHIP			PUPIL PERSONNEL WORKER

L-4: Provides support to students, home and community. (PSEL Standard 8: Meaningful Engagement of Families and Community)

An education leader ensures that all stakeholder needs are represented within school decision making.

Highly Effective	Effective	Needs Improvement	Ineffective
● Maintains processes to actively seek input from a wide range of internal and external stakeholders before making relevant decisions or implementing change. ● Is aware of needs and addresses those needs with all stakeholder groups.	● Routinely and effectively solicits input from internal and external stakeholders to make informed decisions. ● Responds to input regarding stakeholder needs before implementing change. ● Responds appropriately to input given from stakeholder groups.	● Makes rudimentary and insufficient contact with internal and external stakeholders to solicit input to make informed decisions. ● Reacts in a limited fashion to the needs of stakeholder groups. ● Responds to stakeholder input inconsistently.	● Makes little or no effort to solicit input from concerned stakeholders when making decisions. ● Acts without regard for the opinions or needs of stakeholders. ● Demonstrates no reaction to the known needs of stakeholder groups. ● Responds in a manner that is inconsistent with county policies and procedures when working with stakeholder groups.

Evidence of Implementation:
  ● Evidence of stakeholder input; PPW log

LEADERSHIP			PUPIL PERSONNEL WORKER
L-5: Advocates for public education/school system. (PSEL Standard 3: Equity and Cultural Responsiveness; PSEL Standard 8: Meaningful Engagement of Families and Community)			
An education leader actively promotes the policies and procedures that support success for all students.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Actively engages in opportunities to promote and support initiatives of the school system. - Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities. - Engages in opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and following emerging trends.	- Utilizes opportunities to publicly support the initiatives of the school system. - Implements county policies and procedures fairly and consistently. - Presents a positive outlook on local, state, and federal initiatives currently implemented in the school system.	- Makes limited effort to publicly support the initiatives of the school system. - Implements county policies and procedures inconsistently. - Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.	- Gives little or no visible public support of the initiatives of the school system. - Demonstrates limited knowledge/understanding of county policies and procedures. - Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.
Evidence of Implementation: Attendance at community engagement events; PPW log; anecdotal records			

MANAGEMENT			PUPIL PERSONNEL WORKER
M-1: **Complies with federal, state, and local policies and regulations.** (PSEL Standard 9: Operations and Management)			
An education leader adheres to and communicates all governmental policies and regulations to stakeholders.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Is aware of emerging trends and seeks ways to respond to these changing expectations so that programs are advanced. - Serves as a resource for others with regard to communicating and interpreting the language of COMAR regulations.	- Ensures that programs are aligned with federal, state, and local policies and regulations. - Is knowledgeable of and adheres to all COMAR regulations.	- Programs are inconsistently aligned with federal, state, and local policies and regulations. - Does not adhere to COMAR regulations.	- Does not ensure that programs are aligned with federal, state, and local policies and regulations. - Disregards COMAR regulations.
Evidence of Implementation: Policy/procedures; anecdotal records			

MANAGEMENT		PUPIL PERSONNEL WORKER	
M-2: Manages fiscal resources. (PSEL Standard 9: Operations and Management)			
An education leader uses good fiscal management skills and bases decisions on students and school needs.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Involves necessary stakeholders in the budget process, makes adjustments as needed, and implements budget in a fiscally responsible manner. - Develops a culture of financial responsibility by providing for stakeholder's needs within the school community. - Communicates and supervises appropriate purchasing practices with all stakeholders. - Maintains accurate, organized and easily accessible financial records.	- Involves limited stakeholders in the budget process, and implements budget in a fiscally responsible manner. - Uses school, county, state, and federal funds judicially. - Adheres to CCPS purchasing procedures and ensures that all staff members follow the CCPS policies and procedures. - Ensures that procedures are in place to accurately maintain all financial records.	- Implements a budget that is not developed with stakeholder input. - Fails to spend funds in accordance with county, state, and federal regulations. - Adheres to CCPS purchasing procedures, but does not ensure that staff members adhere to these expectations. - Maintains financial records inaccurately.	- Develops a budget without stakeholder input and fails to implement the budget. - Misappropriates funds or overspends accounts and fails to maintain a healthy fund balance. - Fails to regularly follow or disregards the CCPS financial procedures and policies. - Does not have procedures in place to guarantee accuracy of financial records.
Evidence of Implementation: ● Budget documentation; records/receipts/PCard allocations			

MANAGEMENT			PUPIL PERSONNEL WORKER
M-3: **Maintains flexibility in work schedule/time management.** (PSEL Standard 9: Operations and Management)			
An education leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. ● Accepts appointment to district work groups and contributes to the task of the committee. If applicable, provides oversight and guidance for school-based activities. ● Anticipates and adapts to changing conditions and expectations with the best interest of students in mind.	● Is reliable and consistent about personal attendance and fulfillment of responsibilities. ● Accepts appointment to district work groups and contributes to the task of the committee. ● Adapts to changing conditions and expectations with the best interest of students in mind.	● Is most often reliable and consistent about personal attendance, but may not post absences as they occur. ● Serves on district work groups but is not a consistent contributor. ● Adapts to changing conditions and expectations without regard for the best interest of students.	● Is unreliable or inconsistent about regular, on-time attendance AND/OR does not register personal absences accurately or promptly. ● Inconsistent attendance for district work groups and does not contribute when present. ● Does not adapt to changing conditions and expectations.
Evidence of Implementation: ● Attendance on district committees/anecdotal records			

MANAGEMENT			PUPIL PERSONNEL WORKER
M-4: **Plans, prepares, and implements appropriate programs.** (PSEL Standard 6: Professional Capacity of School Personnel; PSEL Standard 7: Professional COmmunity for Teachers and Staff))			
An education leader is knowledgeable and informed about various programs that will assist students and families achieve success.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● The PPW, in collaboration with stakeholders including student, parent and school personnel, helps individual students and families formulate academic and personal/social plans that will assist the student in being academically successful.	● The PPW helps students and their families formulate academic and personal/social plans that foster student success.	● The PPW attempts to help students and families formulate academic and personal/social plans that are partially acceptable.	● The PPW develops plans that are independent of student and family needs.
Evidence of Implementation: ● PPW log/plan documentation			

MANAGEMENT		PUPIL PERSONNEL WORKER	
M-5: **Conducts productive conferences.** (PSEL Standard 8: Meaningful Engagement of Families and Community)			
An education leader is informed about current issues and can apply appropriate strategies to effectively communicate to a varied audience.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Establishes clear standards of conduct for conferences, and students and families contribute to maintaining those standards. ● Takes a leadership role in maintaining an environment of civility and cooperation during any conference.	● Establishes clear standards of conduct for conferences. ● Makes significant contributions to the environment of civility and cooperation during any conference.	● The effort to establish standards of conduct for conferences is partially successful. ● Makes an attempt, with limited success, to contribute to the level of civility and cooperation during any conference.	● Has established no standards of conduct for student or family conferences. ● Makes no contribution to maintaining an environment of civility and cooperation during any conference.
Evidence of Implementation: ● Conference summaries; student plan; meeting minutes			

HUMAN RESOURCES DEVELOPMENT		PUPIL PERSONNEL WORKER	
H-1: Establishes and pursues appropriate goals for professional growth. (PSEL Standard 10: School Improvement)			
An education leader facilitates and promotes lifelong learning by pursuing, applying, and sharing professional growth experiences.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Monitors progress toward appropriate goals for professional growth that are aligned with the school and district improvement plan. ● Maintains high levels of participation in professional development opportunities that are aligned with the school improvement plan, includes faculty/staff when appropriate, and are shared with the school community. .	● Sets and monitors progress toward appropriate goals for professional growth. ● Pursues opportunities for continued professional development by reading, coursework, conference attendance, professional committee work, and visiting other schools.	● Sets appropriate goals for professional growth but does not put a monitoring plan in place. ● Participates in professional development activities as directed.	● Shows no evidence of working toward the goals set for professional growth. ● Does not participate in personal professional development activities and demonstrates no direction or need for professional development.
Evidence of Implementation: ● Professional development attendance; personal goals and anecdotal records			

HUMAN RESOURCES DEVELOPMENT			PUPIL PERSONNEL WORKER
H-2: **Manages human resources.** (PSEL Standard 9: Operations and Management)			
An education leader promotes the success of all students through management of the school's human resources.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Provides a substantial contribution to school and district programs. ● Assumes leadership with colleagues. based on programmatic assignments.	● Participates actively in school and district programs. ● Maintains positive and productive relationships with colleagues.	● Participates in school and district programs when specifically requested. ● Relationships with colleagues are cordial.	● Avoids being involved in school and district programs. ● Relationships with colleagues are negative or self-serving.
Evidence of Implementation: ● Committee assignments; anecdotal records and documentation			

INTERPERSONAL RELATIONSHIPS	PUPIL PERSONNEL WORKER

IR-1: **Demonstrates positive interpersonal relationships** (PSEL Standard 5: Community of Care and Support for Students; PSEL Standard 8: Meaningful Engagement of Families and Community)

An education leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
● Ensures that staff is informed and follows relevant school laws, policies and procedures, and addresses concerns directly. ● Demonstrates and holds others to the same standard of fairness and respect in actions and communications with all students, staff, and parents. ● Maintains confidential information regarding students and staff appropriately is a priority for self and others. ● Is transparent in all decision-making and communication, involving others when appropriate for personnel and school decision making.	● Ensures that staff is informed and follows relevant school laws, policies, and procedures. ● Demonstrates fairness and respect in actions and communications with all students, staff, and parents. ● Uses confidential information regarding students and staff appropriately. ● Maintains transparency in personnel and school decision-making.	● Demonstrates awareness of relevant school laws, policies, and procedures. ● Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. ● Confidential information may be inadvertently shared inappropriately. ● Rationale for decision-making is not always clear.	● Acts without knowledge or regard for school laws, policies, and procedures. ● Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. ● Divulges confidential information to inappropriate audiences. ● Rationale is self-serving and not in the best interest of school.

Evidence of Implementation:
● Compliance with regulations and laws; PPW log

INTERPERSONAL RELATIONSHIPS		PUPIL PERSONNEL WORKER	

IR-2: **Develops capacity of fellow professionals** (PSEL Standard 6: Professional Capacity of School Personnel)

An educational leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional and leadership capacity of staff.

Highly Effective	Effective	Needs Improvement	Ineffective
● Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals that are reviewed and responsive to changing needs of the school. ● Provides differentiated professional development based on individual staff needs in order to achieve school improvement plan goals. ● Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day that is consistent and in alignment with the school improvement plan. ● Provides opportunities for multiple staff members to take leadership roles in school initiatives. ● Develops teams to take ownership for using data and student work to drive constant	● Provides results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals. ● Provides differentiated professional development according to career stages, needs of staff, and student performance. ● Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day. ● Provides opportunities for staff to take leadership roles in school initiatives. ● Orchestrates regular teacher team meetings as the prime focus for professional learning.	● Provides professional development that lacks follow-through and is not connected to school improvement goals. ● Provides professional development that is partially differentiated but does not take need into consideration. ● Limited opportunities are provided for staff to engage in collaborative planning and critical reflection during the school day. ● Provides limited opportunities for minimal staff members to take leadership roles in school initiatives. ● Suggests that teacher teams work together to address students' learning problems	● Does not demonstrate the ability to execute a professional development plan for faculty and staff. ● Professional development activities are not differentiated. ● Collaborative planning is not promoted. ● Does not provide opportunities for staff members to assume leadership roles in school initiatives. ● Does not emphasize teamwork and teachers work mostly in isolation from colleagues.

refinement of teaching.			

Evidence of Implementation:
- Professional development agendas, meeting minutes/notes; anecdotal records

INTERPERSONAL RELATIONSHIPS			PUPIL PERSONNEL WORKER

IR-3: Demonstrates professional demeanor (PSEL Standard 2: Ethics and Professional Norms)

An education leader serves as a model of professional behavior and demeanor in appearance, language usage, punctuality, and composure. The leader demonstrates respect for the opinions and interests of others in the organization, and accepts responsibility for one's own actions and decisions.

Highly Effective	Effective	Needs Improvement	Ineffective
● Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, in the best interests of students and implemented with fidelity. ● Sets high standards for professional appearance, language, and relationships. Engages others in dialogue to reinforce those expectations with students and staff.	● Stays informed on and adheres to relevant school laws, policies, and procedures and attempts to implement with fidelity. ● Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	● Is aware of relevant school laws, policies, and procedures but does not adhere to practices. ● Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	● Does not remain updated and informed on relevant school laws, policies, and procedures. ● Disregards expectations and allows for others to not uphold expectations.

Evidence of Implementation:
   ● Interactions with colleagues; anecdotal records; meeting attendance

INTERPERSONAL RELATIONSHIPS		PUPIL PERSONNEL WORKER

IR-4: Respects diversity in the school community. (PSEL Standard 3: Equity and Cultural Responsiveness)

An education leader is aware of the diverse cultures represented in the community and is sensitive to issues and events that affect that community. When appropriate, the leader designs and executes a course of action to address issues or incidents that have the potential of negatively impacting members of the community.

Highly Effective	Effective	Needs Improvement	Ineffective
● Works with community stakeholders to form external partnerships that support the school's efforts to identify and meet diverse needs. ● Demonstrates, implements, adjusts, and evaluates educational programming to meet diverse community needs. ● Recognizes and rewards fairness and promotes a sense of school pride within the school community.	● Demonstrates the ability to build community consensus. ● Demonstrates ability to adapt educational programming to the needs of diverse constituents. ● Sets school-wide expectations for the fair treatment of all persons.	● Is aware of diverse community membership but may not adjust programs to meet the diverse needs of the various constituencies. ● Recognizes the need of educational programming for diverse constituents. ● Recognizes the need for fair treatment but fails to establish clear expectations.	● Is unaware or does not consider diverse needs of the community subgroups. ● Acts with insensitivity or disregard for unique needs of community members. ● Does not recognize the inequity and mistreatment of others.

Evidence of Implementation:
- Evidence of partnerships (formal and informal); programming samples

Name:		Date:
Assignment:		

DOMAIN 1		HE	E	NI	InE	N/A
LEADERSHIP						
L-1	Establishes and maintains high expectations					
L-2	Demonstrates organizational ability					
L-3	Demonstrates oral and written communication skills					
L-4	Provides support to students, home, and community					
L-5	Advocates for public education/school system					
Comments:						

DOMAIN 2		HE	E	NI	InE	N/A
MANAGEMENT						
M-1	Complies with federal, state, and local policies and regulations					
M-2	Manages fiscal resources					
M-3	Maintains flexibility in work schedule/time management					
M-4	Plans, prepares, and implements appropriate programs					
M-5	Conducts productive conferences					
Comments:						

DOMAIN 3		HE	E	NI	InE	N/A
HUMAN RESOURCES DEVELOPMENT						
H-1	Establishes and pursues appropriate goals for professional growth.					
H-2	Manages human resources					
Comments:						

DOMAIN 4		HE	E	NI	InE	N/A
INTERPERSONAL RELATIONSHIPS						
IR-1	Demonstrates positive interpersonal relationships					
IR-2	Develops capacity of fellow professionals					
IR-3	Demonstrates professional demeanor					
IR-4	Respects diversity in the school community					
Comments:						

DOMAIN 5		HE	E	NI	InE	N/A
STUDENT ACHIEVEMENT						
A-1	Academic Index					

A-2	Respects diversity in the school community				
A-3	Demonstrates a positive work ethic				
Comments:					

SUMMARY	HE	E	NI	InE
Domain 1: Leadership				
Domains 2: Management				
Domain 3: Human Resources Development				
Domain 4: Interpersonal Relationships				
Professional Practices Subscore				
Academic Index				
SLO 1				
SLO 2				
Student Achievement Subscore				
OVERALL EVALUATION				
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1 **LEADERSHIP**				
L-1	Establishes and maintains high expectations			
L-2	Demonstrates organizational ability			
L-3	Demonstrates oral and written communication skills			
L-4	Provides support to students, home, and community			
L-5	Advocates for public education/school system			
Rating	❒ Highly Effective	❒ Effective	❒ Needs Improvement	❒ Ineffective
Comments:				

DOMAIN 2 **MANAGEMENT**				
M-1	Complies with federal, state, and local policies and regulations			
M-2	Maintains fiscal resources			
M-3	Maintains flexibility in work schedule/time management			
M-4	Plans, prepares, and implements appropriate programs			
M-5	Conducts productive conferences			
Rating	❒ Highly Effective	❒ Effective	❒ Needs Improvement	❒ Ineffective
Comments:				

DOMAIN 3 **HUMAN RESOURCES DEVELOPMENT**				
HR-1	Establishes and pursues appropriate goals for professional growth			
HR-2	Manages human resources			
Rating	❒ Highly Effective	❒ Effective	❒ Needs Improvement	❒ Ineffective
Comments:				

DOMAIN 4 **INTERPERSONAL RELATIONSHIPS**	
IR-1	Demonstrates positive interpersonal relationships
IR-2	Develops capacity of fellow professionals
IR-3	Demonstrates professional demeanor

IR-4	Respects diversity in the school community			
Rating	❒ Highly Effective	❒ Effective	❒ Needs Improvement	❒ Ineffective
Comments:				

DOMAIN 5 STUDENT ACHIEVEMENT				
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?				
Rating	❒ Highly Effective	❒ Effective	❒ Needs Improvement	❒ Ineffective
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

DOMAIN 1 **LEADERSHIP**	
L-1	Establishes and maintains high expectations
L-2	Demonstrates organizational ability
L-3	Demonstrates oral and written communication skills
L-4	Provides support to students, home, and community
L-5	Advocates for public education/school system
Professional Activities:	

DOMAIN 2 **MANAGEMENT**	
M-1	Complies with federal, state, and local policies and regulations
M-2	Manages fiscal resources
M-3	Maintains flexibility in work schedule/time management
M-4	Plans, prepares, and implements appropriate programs
M-5	Conducts productive conferences
Professional Activities:	

DOMAIN 3 **HUMAN RESOURCES DEVELOPMENT**	
H-1	Establishes and pursues appropriate goals for professional growth.
H-2	Manages human resources
Professional Activities:	

DOMAIN 4 **INTERPERSONAL RELATIONSHIPS**	
IR-1	Demonstrates positive interpersonal relationships
IR-2	Develops capacity of fellow professionals
IR-3	Demonstrates professional demeanor
IR-4	Respects diversity in the school community
Professional Activities:	

DOMAIN 5	
RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respects diversity in the school community
P-3	Demonstrates a positive work ethic
P-4	Models professionalism
Professional Activities:	

Submitted by   Date

EVALUATION MATERIALS FOR:

Supervising School Psychologist

LEADERSHIP		SUPERVISING SCHOOL PSYCHOLOGIST	
L-1: **Establishes and maintains high expectations.** (PSEL Standard 1: Mission Vision, and Core Values; PSEL Standard 6: Professional Capacity of School Personnel)			
A Supervising School Psychologist creates an environment conducive to learning by establishing high expectations for students, staff, and community. This is reflected by developing the instructional and leadership capacity of staff.			
Highly Effective	Effective	Needs Improvement	Ineffective
- Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interest of students. - Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those high standards. - Utilizes multiple sources of data to determine group and individual professional development needs. - Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals that are reviewed and responsive to changing needs of the school. - Provides differentiated	- Stays informed on and adheres to relevant school laws, policies, and procedures. - Models district expectations for professional appearance, appropriate language, and appropriate workplace relationships. - Utilizes multiple sources of data to determine professional development needs. - Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals. - Provides differentiated professional development according to needs of staff and student performance. - Provides opportunities for staff to engage in collaborative planning and critical reflection.	- Is aware of relevant school laws, policies, and procedures but does not adhere to practices. - Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors. - Utilizes limited sources of data to determine professional development needs. - Provides professional development that lacks follow-through and is not connected to school improvement goals. - Provides professional development that is partially differentiated but does not take staff and/or student needs into consideration. - Limited opportunities are provided for staff to engage in collaborative planning and critical reflection. - Does not promote collaboration	- Does not remain updated and informed on relevant school laws, policies, and procedures. - Disregards expectations and does not allow others to uphold expectations. - Does not use data sources to determine professional development needs. - Does not execute a professional development plan for faculty and staff. - Professional development activities are not differentiated to reflect staff and/or student needs. - Collaborative planning is not promoted. - Does not emphasize teamwork and teachers work mostly in isolation from colleagues. - Does not provide opportunities for staff members to assume leadership roles in school initiatives.

professional development based on individual staff needs in order to achieve school improvement plan goals. ● Provides opportunities for staff to engage in collaborative planning and critical reflection during the school day that is consistent and in alignment with the school improvement plan. ● Develops teams to take ownership for using data and student work to drive constant refinement of teaching. ● Provides a variety of opportunities for staff members to take leadership roles in school initiatives.	● Plan and deliver regular team meetings as the prime focus for professional learning ● Provides opportunities for staff to take leadership roles in school and team initiatives.	among peers to address students' learning and/or problems. ● Provides opportunities for few staff members to take leadership roles in school initiatives.	

Evidence of Implementation:
- Policies and regulations; professional learning agenda/minutes; team agendas; anecdotal records

LEADERSHIP		SUPERVISING SCHOOL PSYCHOLOGIST	

L-2: **Demonstrates oral and written communication skills.** (PSEL Standard 2: Ethics and Professional Norms ; PSEL Standard 6: Professional Capacity of School Personnel)

A Supervising School Psychologist creates an environment conducive to learning by establishing high expectations for students, staff, and community. This is reflected by developing the instructional and leadership capacity of staff.

Highly Effective	Effective	Needs Improvement	Ineffective
● Provides multiple opportunities to communicate with stakeholder groups to celebrate successes and to address concerns regarding program/system initiatives. ● Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. ● Uses multiple data sources to engage stakeholders and to support decisions made for programs and initiatives.	● Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. ● Encourages input from members of the school community to be active in supporting program/system initiatives. ● Utilizes multiple sources and styles of presentation to engage stakeholders.	● Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. ● Encourages few members of the school community to provide feedback regarding concerns about program/system initiatives. ● Utilizes one or two sources to communicate with stakeholders using data that does not directly support the system/program initiatives.	● Few opportunities are provided for stakeholder groups to discuss and support program/system initiatives. ● Little or inappropriate responses are provided to members of the school community on program/ system initiatives. ● Utilizes one or two methods/times to communicate with stakeholders without using supportive data.

Evidence of Implementation:
  ● Evidence from stakeholder engagement/data analysis

LEADERSHIP			SUPERVISING SCHOOL PSYCHOLOGIST

L-3: Provides support to students, home, and community. (PSEL Standard 5: Community of Care and Support for Students)

A Supervising School Psychologist ensures that all stakeholder needs are represented within school decision making.

Highly Effective	Effective	Needs Improvement	Ineffective
● Maintains processes to actively seek input from a wide range of internal and external stakeholders before making relevant decisions or implementing change. ● Anticipates needs and addresses those needs through all stakeholder groups.	● Routinely and effectively solicits input from internal and external stakeholders to make informed decisions. ● Responds to input regarding stakeholder needs before implementing change. ● Responds appropriately to input given from stakeholder groups.	● Makes rudimentary and ● insufficient contact with internal and external stakeholders to solicit input to make informed decisions. ● Reacts in a limited fashion to the needs of stakeholder groups. ● Responds to stakeholder input inconsistently.	● Makes little or no effort to solicit input from concerned stakeholders when making decisions. ● Acts without regard for the opinions or needs of stakeholders. ● Demonstrates no reaction to the known needs of stakeholder groups. ● Responds in a manner that is inconsistent with county policies and procedures when working with stakeholder groups.

Evidence of Implementation:
- Evidence of stakeholder engagement; forms to collect input/data analysis

LEADERSHIP		SUPERVISING SCHOOL PSYCHOLOGIST	

L-4: **Advocates for public education/school system.** (PSEL Standard 8: Meaningful Engagement of Families and Community)

A Supervising School Psychologist actively promotes the policies and procedures that support success for all students.

Highly Effective	Effective	Needs Improvement	Ineffective
● Schedules and arranges multiple opportunities to promote and support initiatives of the school system. ● Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities. ● Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	● Utilizes opportunities to publicly support the initiatives of the school system. ● Implements county policies and procedures fairly and consistently. ● Presents a positive outlook on local, state, and federal initiatives currently implemented in the school system.	● Makes limited effort to publicly support the initiatives of the school system. ● Implements county policies and procedures inconsistently. ● Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.	● Gives little or no visible public support of the initiatives of the school system. ● Demonstrates limited knowledge/understanding of county policies and procedures. ● Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.

Evidence of Implementation:
- Meeting minutes/agendas, correspondence, attendance at events, etc.

MANAGEMENT			SUPERVISING SCHOOL PSYCHOLOGIST
M-1: Complies with federal, state, and local policies and regulation. (PSEL Standard 9: Operations and Management)			
A Supervising School Psychologist adheres to and communicates all governmental policies and regulations to stakeholders.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Is aware of emerging trends and seeks ways to respond to these changing expectations so that programs are advanced. ● Serves as a resource for others with regard to the language of State and Federal regulations.	● Ensures that programs are aligned with federal, state, and local policies and regulations. ● Is knowledgeable of and adheres to all State and Federal regulations.	● Programs are not consistently aligned with federal, state, and local policies and regulations. ● Does not adhere to State and Federal regulations.	● Does not ensure that programs are aligned with federal, state, and local policies and regulations. ● Disregards State and Federal regulations.
Evidence of Implementation: ● Knowledge of regulations/state and federal law; evidence of compliance in programming			

MANAGEMENT			SUPERVISING SCHOOL PSYCHOLOGIST

M-2: **Maintains flexibility in work schedule/time management.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 9: Operations and Management)

A Supervising School Psychologist creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.

Highly Effective	Effective	Needs Improvement	Ineffective
● Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. ● Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school-based activities. ● Anticipates and adapts to changing conditions and expectations with the best interest of students in mind.	● Is reliable and consistent about personal attendance and fulfillment of responsibilities. ● Accepts appointment to district work groups and contributes to the task of the committee. ● Adapts to changing conditions and expectations with the best interest of students in mind.	● Is most often reliable and consistent about personal attendance, but may not post absences as they occur. ● Serves on district work groups but is not a consistent contributor. ● Adapts to changing conditions and expectations without regard for the best interest of students.	● Is unreliable or inconsistent about regular, on-time attendance AND/OR does not register personal absences accurately or promptly. ● Inconsistent attendance for district work groups and does not contribute when present. ● Does not adapt to changing conditions and expectations.

Evidence of Implementation:
- Attendance at meetings/events, support on district workgroups

MANAGEMENT		SUPERVISING SCHOOL PSYCHOLOGIST	
M-3: Collaboratively plans, implements, supports, monitors, and evaluates School Psychology services to support student academic progress that leads to student achievement. (PSEL Standard 6: Professional Capacity of School Personnel; Standard 10: School Improvement)			
An education leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional and leadership capacity of staff.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Develops the school psychologist's vision, mission, and core values, aligned with the CCPS vision, mission, and core values with the school psychologist members and communicates the vision and mission to all stakeholders. ● Conducts regular and purposeful observations that target continued learning and professional development to address group and individual needs. ● Collaborates with school and system personnel to provide appropriate resources that maximize psychological services and student achievement.	● Develops and Communicates the school psychologist's vision, mission, and core values, aligned with the CCPS vision, mission, and core values to stakeholders ● Conducts regular and purposeful observations that lead to the meaningful evaluations of psychologist performance. ● Ensures that appropriate resources are provided to support psychological services and student achievement.d.	● Communicates the school psychologist's vision, mission, and core values, aligned with the CCPS vision, mission, and core values. ● Does not consistently conduct purposeful observations, and teacher evaluations are not meaningful. ● Provides minimal resources to support psychological services and student achievement. Does not provide for equitable allocation of resources..	● Does not have a school psychologist's vision, mission, and core values, aligned with the CCPS vision, mission, and core values. ● Does not conduct regular and purposeful observations, and teacher evaluations are not meaningful. ● Does not provide appropriate resources to support psychological services and student achievement.
Evidence of Implementation: ● Meeting minutes/agendas, correspondence, attendance at events, etc.			

MANAGEMENT		SUPERVISING SCHOOL PSYCHOLOGIST	
M-4: **Manages human resources.** (PSEL Standard 2: Ethics and Professional Norms; PSEL Standard 9: Operations and Management)			
A Supervising School Psychologist creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Assists in the recruiting, interviewing, and hiring of highly qualified psychologists. ● Promotes, advocates, and recruits culturally diverse applicants. ● Regularly reviews and provides feedback about the policies for the hiring and training of staff. ● Serves as a resource for others with regards to the language of the negotiated agreements. ● Trains and supports psychologists allowing them to take initiative and act independently to maintain psychological services.	● Assists in the interviewing and hiring of highly qualified psychologists. ● Promotes the interviewing and hiring of culturally diverse applicants. ● Follows and stays current with changes to the Cecil County Public Schools' policies regarding the hiring and training of staff. ● Is knowledgeable of and adheres to all negotiated agreements. ● Trains and supports staff, allowing them to contribute to psychological services.	● Does not offer support with interviewing and hiring psychologist candidates. ● Inconsistently promotes the interviewing and hiring of culturally diverse applicants. ● Follows perceived policies for hiring and training of staff without staying current with policy changes. ● Does not consistently adhere to the negotiated agreements. ● Inconsistently trains and supports staff allowing minimal independent actions in support of operations.	● Does not assist with interviewing psychological candidates. ● Makes no effort to include culturally diverse applicants in the interview process. Demonstrates a lack of knowledge and disregard for the hiring and training policies. ● Disregards negotiated agreements. ● Inadequately trains or supports psychologist staff, resulting in minimal understanding or support of operations.
Evidence of Implementation: ● Support of recruitment/retention efforts; feedback on hiring processes; training for colleagues			

RELATED PROFESSIONAL RESPONSIBILITIES			SUPERVISING SCHOOL PSYCHOLOGIST

P-1: **Communicates and acts honestly and ethically.** (PSEL Standard 2: Ethics and Professional Norms)

The Supervising School Psychologist is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The Supervising School Psychologist must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
● Ensures that staff is informed and follows relevant laws, policies, and procedures and addresses concerns directly. ● Demonstrates and holds others to the same standard of fairness and respect in actions and communications with all students, staff, and parents. ● Maintains confidential information regarding students and staff appropriately; is a priority for self and others. ● Is transparent in all decision making and involves others when appropriate for personnel, district and school decision making.	● Ensures that staff is informed and follows relevant laws, policies, and procedures. ● Demonstrates fairness and respect in actions and communications with all students, staff, and parents. ● Uses confidential information regarding students and staff appropriately. ● Maintains transparency in personnel and decision making. ● Evaluates the potential moral and legal consequences of decision making.	● Demonstrates awareness of relevant laws, policies, and procedures. ● Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. ● Confidential information may be inadvertently shared inappropriately. ● Rationale for decision-making is not always clear.	● Acts without knowledge or regard for laws, policies, and procedures. ● Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. ● Divulges confidential information to inappropriate audiences. ● Rationale is self-serving.

Evidence of Implementation:
- Meeting minutes/agendas, correspondence, attendance at events, etc.

RELATED PROFESSIONAL RESPONSIBILITIES	SUPERVISING SCHOOL PSYCHOLOGIST

P-2: Respects diversity in the school community. (PSEL Standard 3: Equity & Cultural Responsiveness)

The Supervising School Psychologist is aware of the diverse cultures represented in the community and is sensitive to issues and events that affect the community. When appropriate, the leader designs and executes a course of action to address issues or incidents that have the potential of negatively impacting members of the community.

Highly Effective	Effective	Needs Improvement	Ineffective
- Works in the community to form external partnerships that support the psychologist's efforts to identify and meet diverse needs. - Works in collaboration with stakeholders to implement, adjust, and evaluate educational programming to meet the needs of diverse constituents. - Creates an infrastructure that helps to monitor and ensure equitable district practices and programming.	- Demonstrates the ability to build community consensus - Demonstrates ability to develop, implement, and evaluate, and adapt educational programming to meet the needs of diverse constituents. - Sets district-wide expectations for the fair treatment of all persons. - Reviews and critiques district policies, programs, and practices to ensure that student needs inform all aspects of schooling.	- Is aware of diverse community membership but may not consistently adjust programs to meet the diverse needs of the various constituencies. - Recognizes the need of educational programming for diverse constituents. - Recognizes the need for fair treatment but fails to establish clear expectations.	- Is unaware or does not consider diverse needs of the community subgroups. - Acts with insensitivity or disregard for unique needs of community members. - Does not recognize the inequity and treatment of others.

Evidence of Implementation:
- Evidence of partnerships; programming samples

RELATED PROFESSIONAL RESPONSIBILITIES	SUPERVISING SCHOOL PSYCHOLOGIST

P-3: **Models professionalism.** (PSEL Standard 2: Ethics and Professional Norms)

The Supervising School Psychologist serves as a model of professional behavior and demeanor in appearance, language usage, punctuality and composure. The leader demonstrates respect for the opinions and interests of others in the organization and accepts responsibility for one's own actions and decisions.

Highly Effective	Effective	Needs Improvement	Ineffective
● Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. ● Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.	● Stays informed on and adheres to relevant school laws, policies, and procedures. ● Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	● Is aware of relevant school laws, policies, and procedures but does not adhere to practices. ● Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	● Does not remain updated and informed on relevant school laws, policies, and procedures. ● Disregards expectations and allows for others to not uphold expectations.

Evidence of Implementation:
  ● Meeting minutes/agendas, correspondence, attendance at events, etc.

CECIL COUNTY PUBLIC SCHOOLS
SUPERVISING SCHOOL PSYCHOLOGIST
Annual Evaluation

Name:		Date:	
Assignment:			

DOMAIN 1 LEADERSHIP		HE	E	NI	InE	N/A
L-1	Establishes and maintains high expectations					
L-2	Demonstrates oral and written communication skills					
L-3	Provides support to students, home, and community					
L-4	Advocates for public education/school system					
Comments:						

DOMAIN 2 MANAGEMENT		HE	E	NI	InE	N/A
M-1	Complies with federal, state, and local policies and regulations					
M-2	Maintains flexibility in work schedule/time management					
M-3	Collaboratively plans, implements, supports, monitors, and evaluates School Psychology Services to support student academic progress that leads to student achievement					
M-4	Manages human resources					
Comments:						

DOMAIN 3 RELATED PROFESSIONAL RESPONSIBILITIES		HE	E	NI	InE	N/A
P-1	Communicates and acts honestly and ethically					
P-2	Respects diversity in the school community					
P-3	Demonstrates knowledge of applicable policies, procedures, and resources					
P-4	Model professionalism					
Comments:						

DOMAIN 4 STUDENT ACHIEVEMENT		HE	E	NI	InE	N/A
A-1	Academic Index					
A-2	Respects diversity in the school community					
A-3	Demonstrates a positive work ethic					
Comments:						

SUMMARY	HE	E	NI	InE
Domain 1: Leadership				
Domains 2: Management				
Domain 3: Related Professional Responsibilities				
Professional Practices Subscore				
Academic Index				
SLO 1				
SLO 2				
Student Achievement Subscore				
OVERALL EVALUATION				
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1 LEADERSHIP				
L-1	Establishes and maintains high expectations			
L-2	Demonstrates oral and written communication skills			
L-3	Provides support to students, home, and community			
L-4	Advocates for public education/school system			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 2 MANAGEMENT				
M-1	Complies with federal, state, and local policies and regulations			
M-2	Maintains flexibility in work schedule/time management			
M-3	Collaboratively plans, implements, supports, monitors, and evaluates School Psychology services to support student academic progress that leads to student achievement			
M-4	Manages human resources			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 3 RELATED PROFESSIONAL RESPONSIBILITIES				
P-1	Communicates and acts honestly and ethically			
P-2	Respects diversity in the school community			
P-3	Demonstrates knowledge of applicable policies, procedures, and resources			
P-4	Models professionalism			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 4			
STUDENT ACHIEVEMENT			
Is the evaluatee making progress toward the achievement of identified Student Learning Objectives?			
Rating	❏ Highly Effective ❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:			

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name	_____ Name
	_____ Date	_____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

DOMAIN 1 LEADERSHIP	
L-1	Establishes and maintains high expectations
L-2	Demonstrates oral and written communication skills
L-3	Provides support to students, home, and community
L-4	Advocates for public education/school system
Professional Activities:	

DOMAIN 2 MANAGEMENT	
M-1	Complies with federal, state, and local policies and regulations
M-2	Maintains flexibility in work schedule/time management
M-3	Plans, prepares, and implements appropriate programs
M-4	Manages human resources
Professional Activities:	

DOMAIN 3 RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respects diversity in the school community
P-3	Demonstrates knowledge of applicable policies, procedures, and resources
P-4	Models professionalism
Professional Activities:	

DOMAIN 4 STUDENT ACHIEVEMENT	
A-1	Academic Index
A-2	Respects diversity in the school community
A-3	Demonstrates a positive work ethic
Professional Activities:	

Submitted by   Date

EVALUATION MATERIALS FOR:

Director

PROGRAM LEADERSHIP			DIRECTOR
L-1: **Promotes the district vision.** (PSEL Standard 1: Mission, Vision, and Core Values)			
The Director articulates, supports, and promotes the school system's vision for quality teaching and learning.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Demonstrates flexibility and innovative leadership in responding to current national standards in order to develop a departmental vision. Communicates current trends to system leadership. - Develops a departmental vision that is articulated, implemented, shared, and supported by all stakeholders to address the values, challenges, and opportunities for the academic, social, and emotional development of students. - Develops procedures to embed the departmental vision in the school system culture and frequently reviews the relevance of the vision. - Recommends and prioritizes resources to maximize their impact on the implementation of the departmental vision.	- Develops a departmental vision aligned with national standards and by collaborating with system leadership. - Develops a departmental vision that actively works to address the values, challenges, and opportunities for the academic, social, and emotional development of students. - Develops procedures for the implementation and periodic review of a departmental vision. - Ensures that resources are aligned to support the departmental vision by providing guidance to system and building leaders.	- Develops a departmental vision that minimally addresses the current national standards and/or with minimal collaboration with system leadership. - Develops a departmental vision but this vision is not implemented to address the current academic, social and emotional development of students. - Develops procedures for the implementation of a departmental vision but does not provide opportunities for periodic review. - Provides minimal guidance on the selection of resources to support the departmental vision.	- Does not collaborate with system leadership or address the current national standards to develop a departmental vision. - Develops a departmental vision that does not reflect the current academic, social and emotional development of students. - Does not develop procedures for implementation and does not provide for review of a departmental vision. - Does not provide guidance on the selection of resources to support the departmental vision.
Evidence of Implementation: Vision Statements; Meeting minutes/agendas, correspondence, attendance at events, etc.			

PROGRAM LEADERSHIP			DIRECTOR

L-2: Develops and implements a strategic departmental plan. (PSEL Standard 1: Mission, Vision, and Core Values; PSEL Standard 10: School Improvement)

The director utilizes data analysis to determine system needs and works collaboratively to develop and implement departmental plans that enable students to reach academic, social, and emotional goals. The director will ensure that the strategic departmental plan aligns with the Cecil County Public Schools' Strategic Plan.

Highly Effective	Effective	Needs Improvement	Ineffective
● Demonstrates flexibility in responding to current trends to create and implement a specific strategic departmental plan with collaborative stakeholder input. ● Utilizes technology in a variety of formats to inform multiple stakeholder groups of progress toward system improvement goals. ● Ensures that research based strategies are utilized by highly qualified professionals to address the needs of all students. ● Provides opportunities for stakeholders to regularly analyze data and monitor the effectiveness of the plan. Collaborates to make adjustments accordingly to continue progress toward meeting the goals.	● Creates and implements a specific strategic departmental plan through collaborative stakeholder input. ● Collects and analyzes data to identify goals, assess program effectiveness, and promote learning. Utilizes technology in this process. ● Ensures that strategies are developed and implemented to address the needs of all students. ● Analyzes data regularly to monitor the effectiveness of the plan and makes adjustments accordingly to continue progress toward meeting the goals. Utilizes technology in this process.	● Creates a strategic departmental plan but does not implement all of the specific strategies in the plan. ● Collects and analyzes data but does not use it purposefully to identify goals, assess program effectiveness, and promote learning. ● Ensures that strategies are developed but these strategies are not effectively implemented to address the needs of all students. ● Collects and analyzes data but does not use it purposefully to make adjustments accordingly to continue progress toward meeting the goals.	● Creates a strategic departmental plan without collaboration and/or fails to implement the plan. ● Does not use data to inform system improvement decisions. ● Does not develop or implement strategies to address the needs of all students. ● Displays no evidence of data analysis and does not monitor the progress of the plan toward meeting the goals.

Evidence of Implementation:
- Strategic Departmental Plan aligned to District Strategic Plan; relevant metrics supporting plan

PROGRAM LEADERSHIP			DIRECTOR
L-3: **Uses the evaluation processes to ensure effective program operation.** (PSEL Standard 6: Professional Capacity of School Personnel)			
The director provides feedback, direction, and resources to ensure that the program is implemented with fidelity and that high quality instructional practices are being utilized to meet the needs of all students. The director ensures that high expectations are set for the academic growth of all students.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Exceeds the expectations for implementing the department evaluations which may include more frequent evaluations. - Provides formal constructive feedback during conferences as well as during ongoing informal visits, meetings, and conversations with teachers regarding curriculum and instruction. - Collaborates with school and system personnel to provide appropriate resources that maximize classroom instruction and student learning. - Actively searches for technology resources to maximize classroom instruction and student learning. - Uses data to set and monitor goals and activities in all venues. - Collaborates with school and system personnel to ensure the alignment of curriculum, instruction, and assessment in the specific content area and seeks opportunities to keep	- Ensures the Implementation of the teacher evaluation system in accordance with the Teacher Evaluation Handbook. - Provides formal constructive feedback during conferences and a variety of forums. - Ensures that appropriate resources are provided to support classroom instruction and student learning. - Promotes the most appropriate use of technology to support classroom instruction and student learning. - Ensures the alignment of curriculum, instruction, and assessment in the specific content area. - Uses data to set and monitor activities consistently.	- Does not consistently ensure the implementation of the teacher evaluation system in accordance with the Teacher Evaluation Handbook. - Provides feedback during conferences but this feedback may not be constructive - Provides minimal resources to support classroom instruction and student learning. Does not provide for equitable allocation of resources. - Promotes the use of technology but this technology does not support classroom instruction and student learning. - Is mindful of the alignment of curriculum, instruction, and assessment but does not ensure the alignment in the specific content area. - Does not use data consistently to monitor programming.	- Does not ensure the timelines or requirements of the teacher evaluation system are met. - Does not provide formal constructive feedback. - Does not provide appropriate resources to support classroom instruction and student learning. - Use of technology is not valued as a tool to support classroom instruction and student learning. - Does not ensure the alignment of curriculum, instruction, and assessment. Does not seek resources to understand this alignment. - Does not use data to monitor programming.

current with changes and updates.			

Evidence of Implementation:
- Timely completion of evaluations; evidence of data analysis, anecdotal records

PROGRAM MANAGEMENT			DIRECTOR
M-1: **Manages physical resources.** (PSEL Standard 9: Operations and Management)			
The director uses good fiscal management skills and bases decisions on student and program needs.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Develops a budget and locates or secures grants to help support the strategic instructional plan. ● Projects long-term resource needs of the district ● Continuously scrutinizes expenditures to maintain maximum fiscal responsibility ● Allocates funds in fiscally responsible manner and adjusts to changing needs of the program. ● Adheres to CCPS business services procedures and ensures that all staff members follow the CCPS policies and procedures. ● Secures best prices and discounts for educational resources.	● Develops multi-year fiscal plans and annual budgets that align to the strategic instructional plan. ● Allocates funds in a fiscally responsible manner to support the implementation of the strategic instructional plan. ● Adheres to CCPS business services procedures and ensures that all staff members follow the CCPS policies and procedures.	● Develops a budget that does not minimally support the strategic instructional plan. ● Allocates funds that do not fully align with the implementation of the strategic instructional plan. ● Inconsistently adheres to CCPS business services procedures and does not communicate these expectations to staff members.	● Develops a budget that does not support the strategic instructional plan. ● Fails to develop a budget. ● Allocates funds in an irresponsible manner and fails to implement the budget to support the strategic instructional plan. ● Fails to regularly follow or communicate to stakeholders the CCPS business services procedures and policies.
Evidence of Implementation: ● Budget documentation; inventory/fiscal plans			

PROGRAM MANAGEMENT			DIRECTOR
M-2: **Complies with federal, state, and local policies and regulations.** (PSEL Standard 9: Operations and Management)			
The director crafts and connects management operations, policies and resources to the federal, state and local policies and regulations			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Is aware of emerging trends and proactively seeks ways to review and revise processes so that programs are advanced. ● Proactively implements federal, state, and local policies and procedures. ● Enables others to understand, adhere to and support relevant laws, and policies.	● Ensures that programs are aligned with current federal, state, and local policies and regulations. ● Understands, adheres to and supports relevant laws and policies.	● Programs are not consistently aligned with federal, state, and local policies and regulations. ● Does not consistently adhere to relevant laws and policies.	● Does not ensure that programs are aligned with federal, state, and local policies and regulations. ● Does not adhere to relevant laws and policies.
Evidence of Implementation: ● Policy and regulation revisions; Meeting minutes/agendas, correspondence, attendance at events, etc.			

PROGRAM MANAGEMENT			DIRECTOR
M-3 **Develops capacity in staff.** (PSEL Standard 6: Professional Capacity of School Personnel)			
The director provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional capacity of teachers and administrators.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Provides results-oriented professional development that is aligned with identified needs and is connected to program improvement goals that are reviewed and responsive to changing needs of the school system. ● Provides differentiated professional development based on individual staff needs in order to achieve program improvement plan goals. ● Provides opportunities for staff to engage in collaborative planning and critical reflection during professional development sessions. These opportunities are consistent and in alignment with the program improvement plan.	● Provides results-oriented professional development that is aligned with identified needs and is connected to program improvement goals. ● Provides differentiated professional development according to career stages, needs of staff, and student performance. ● Promotes opportunities for staff to engage in collaborative planning and critical reflection.	● Provides professional development that lacks follow-through and is not connected to program improvement goals. ● Provides professional development that is partially differentiated but does not take into consideration need. ● Limited opportunities are provided for staff to engage in collaborative planning and critical reflection.	● Does not demonstrate the ability to execute a professional development plan for faculty and staff. ● Professional development activities are not differentiated. ● Collaborative planning and/or critical reflection are not promoted.
Evidence of Implementation: ● Agendas and minutes from professional learning opportunities; evaluations and feedback			

COMMUNITY ENGAGEMENT			DIRECTOR
C-1: **Communicates effectively with all stakeholders.** (PSEL Standard 7: Professional Community for Teachers and Staff; PSEL Standard 8: Meaningful Engagement of Families and Community)			
The director promotes the success of all students through effective communication with all stakeholder groups including school leaders, teachers, families, and community members. An instructional leader encourages open communication with members of diverse cultural and social groups.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
- Provides multiple opportunities to communicate with stakeholder groups to celebrate success and to address concerns regarding program/system initiatives. - Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. - Uses multiple data resources during multimedia presentations to engage stakeholders and to support decisions made for programs and initiatives.	- Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. - Encourages input from members of the school community to be active in supporting program/system initiatives. - Utilizes multiple resources and styles of presentation to engage stakeholders and incorporates data to support program/system initiatives.	- Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. - Encourages few members of the school community to provide feedback regarding concerns about program/system initiatives. - Relies on one or two methods/times to communicate with stakeholders using data that does not directly support the system/program initiative.	- Few opportunities are provided for stakeholder groups to discuss and support the program/system initiatives. - Little or inappropriate responses are provided to members of the school community on program/ system initiatives. - Relies on one or two methods/times to communicate with stakeholders without using supportive data.
Evidence of Implementation: Meeting minutes/agendas, correspondence, attendance at events, etc.			

COMMUNITY ENGAGEMENT			DIRECTOR

C-2: **Seeks and responds to stakeholder input during decision making processes.** (PSEL Standard 7: Professional Community for Teachers and Staff; PSEL Standard 10: School Improvement)

The director ensures that all stakeholder needs are considered when developing program changes.

Highly Effective	Effective	Needs Improvement	Ineffective
- Actively builds and sustains the program with input from stakeholder regarding needs before implementing change. - Anticipates needs and addresses those needs through all stakeholder groups. - The education leader ensures collaboration with stakeholders and considers and respects needs when developing and or sustaining program changes.	- Responds to input regarding stakeholder needs before implementing change. - Responds appropriately to input given from stakeholder groups.	- Reacts inconsistently to the needs of stakeholder groups. - Responds to stakeholder input inconsistently.	- Demonstrates no reaction to the known needs of stakeholder groups. - Responds in a manner that is inconsistent with county policies and procedures when working with stakeholder groups.

Evidence of Implementation:
- Evidence of stakeholder input (surveys/forms/interview/focus group questions)

COMMUNITY ENGAGEMENT			DIRECTOR

C-3: **Advocates for public education/school system.** (PSEL Standard 8: Meaningful Engagement of Families and Community)

The director advocates, promotes and supports public education/the school system and the coordinator's program throughout the community and school system.

Highly Effective	Effective	Needs Improvement	Ineffective
● Schedules and arranges multiple opportunities to promote and support initiatives of the school system. ● Assists in the development, review, and update of county policies and procedures. Implements county policies and procedures fairly and consistently. ● Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.	● Utilizes opportunities to publicly support the initiatives of the school system. ● Implements county policies and procedures fairly and consistently. ● Presents a positive outlook on local, state, and federal initiatives currently implemented in the school system.	● Makes limited effort to publicly support the initiatives of the school system. ● Implements county policies and procedures inconsistently. ● Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.	● Makes limited effort to publicly support the initiatives of the school system. ● Implements county policies and procedures inconsistently. ● Openly expresses both positive and negative outlook on local, state, and federal initiatives currently implemented in the school system.

Evidence of Implementation:
- Meeting minutes/agendas, correspondence, attendance at events, etc.

PROFESSIONAL RESPONSIBILITIES			DIRECTOR

P-1: Communicates and acts honestly and ethically. (PSEL Standard 2: Ethics and Professional Norms)

The director is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The instructional leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.

Highly Effective	Effective	Needs Improvement	Ineffective
- Ensures that staff is informed and follows relevant school laws, policies, and procedures and addresses concerns directly. - Demonstrates and holds others to the same standard of fairness and respect in actions and communications with all students, staff, and parents. - Maintains confidential information regarding students and staff appropriately; is a priority for self and others. - Is transparent in all decision-making and involves others when appropriate for personnel, district and school decision making.	- Ensures that staff is informed and follows relevant school laws, policies, and procedures. - Demonstrates fairness and respect in actions and communications with all students, staff, and parents. - Uses confidential information regarding students and staff appropriately. - Maintains transparency in personnel and school decision making. - Evaluates the potential moral and legal consequences of decision making.	- Demonstrates awareness of relevant school laws, policies, and procedures. - Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents. - Confidential information may be inadvertently shared inappropriately. - Rationale for decision-making is not always clear.	- Acts without knowledge or regard for school laws, policies, and procedures. - Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents. - Divulges confidential information to inappropriate audiences. - Rationale is self-serving and not in the best interest of school.

Evidence of Implementation:
- Evidence of training/compliance with regulations; Meeting minutes/agendas, correspondence, etc.

PROFESSIONAL RESPONSIBILITIES			DIRECTOR

P-2: Respects diversity in the school community. (PSEL Standard 3: Equity and Cultural Responsiveness)

The director is aware of the diverse cultures represented in the community and is sensitive to issues and events that affect the community. When appropriate, the leader designs and executes a course of action to address issues or incidents that have the potential of negatively impacting members of the community.

Highly Effective	Effective	Needs Improvement	Ineffective
● Works in the community to form external partnerships that support the school's efforts to identify and meet diverse needs. ● Works in collaboration with stakeholders to implement, adjust, and evaluate educational programming to meet the needs of diverse constituents. ● Creates an infrastructure that helps to monitor and ensure equitable district practices and programming.	● Demonstrates the ability to build community consensus ● Demonstrates ability to develop, implement, and evaluate, and adapt educational programming to meet the needs of diverse constituents. ● Sets district-wide expectations for the fair treatment of all persons. ● Reviews and critiques district policies, programs, and practices to ensure that student needs inform all aspects of schooling.	● Is aware of diverse community membership but may not consistently adjust programs to meet the diverse needs of the various constituencies. ● Recognizes the need of educational programming for diverse constituents. ● Recognizes the need for fair treatment but fails to establish clear expectations.	● Is unaware or does not consider diverse needs of the community subgroups. ● Acts with insensitivity or disregard for unique needs of community members. ● Does not recognize the inequity and treatment of others.

Evidence of Implementation:
- Meeting minutes/agendas, correspondence, attendance at events, etc.

PROFESSIONAL RESPONSIBILITIES			DIRECTOR

P-3: **Demonstrates a positive work ethic.** (PSEL Standard 2: Ethics and Professional Norms)

The director creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.

Highly Effective	Effective	Needs Improvement	Ineffective
- Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community. - Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school based activities. - Anticipates and adapts to changing conditions and expectations with the best interest of students in mind. - Establishes a district culture that assists staff and students to engage in reflection and personal goal setting.	- Is reliable and consistent about personal attendance and fulfillment of responsibilities. - Accepts appointment to district work groups and contributes to the task of the committee. - Adapts to changing conditions and expectations with the best interest of students in mind. - Reflects upon personal effectiveness to establish personal improvement goals. - Upholds core values of Cecil County Public Schools.	- Is most often reliable and consistent about personal attendance, but may not post absences as they occur. - Serves on district work groups but is not a consistent contributor. - Adapts to changing conditions and expectations without regard for the best interest of students. - Reflects upon personal effectiveness without establishing personal improvement goals.	- Is unreliable or inconsistent about regular, on time attendance, AND/OR does not register personal absences accurately or promptly. - Inconsistent attendance for district work groups and does not contribute when present. - Does not adapt to changing conditions and expectations. - Reflection and goal setting do not occur.

Evidence of Implementation: ● Anecdotal records, evidence of programming, service on workgroups/district committees

PROFESSIONAL RESPONSIBILITIES	DIRECTOR

P-4: Models professionalism. (PSEL Standard 2: Ethics and Professional Norms)

The director serves as a model of professional behavior and demeanor in appearance, language usage, punctuality and composure. The leader demonstrates respect for the opinions and interests of others in the organization and accepts responsibility for one's own actions and decisions.

Highly Effective	Effective	Needs Improvement	Ineffective
● Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students. ● Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.	● Stays informed on and adheres to relevant school laws, policies, and procedures. ● Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.	● Is aware of relevant school laws, policies, and procedures but does not adhere to practices. ● Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.	● Does not remain updated and informed on relevant school laws, policies, and procedures. ● Disregards expectations and allows for others to not uphold expectations.

Evidence of Implementation:
- Supports revisions to policies and regulations; anecdotal records, meeting attendance, etc.

PROFESSIONAL RESPONSIBILITIES			DIRECTOR
P-5: **Establishes and pursues appropriate goals for professional growth.** (PSEL Standard 6: Professional Capacity of School Personnel)			
The director facilitates and promotes lifelong learning by pursuing, applying, and sharing professional growth experiences.			
Highly Effective	**Effective**	**Needs Improvement**	**Ineffective**
● Sets and monitors progress toward appropriate goals for professional growth that are aligned with the district vision. ● Maintains high levels of participation in professional development opportunities that are aligned with the district improvement plan, includes faculty/staff, and shares with the school community.	● Sets and monitors progress toward appropriate goals for professional growth. ● Pursues opportunities for continued professional development by reading, coursework, conference attendance, professional committee work, and visiting other schools.	● Sets appropriate goals for professional growth but does not put a monitoring plan in place. ● Participates in professional development activities as directed.	● Shows little evidence of working toward the goals set for professional growth. ● Does not participate in personal professional development activities and demonstrates little direction or need for professional development.
Evidence of Implementation: ● Goals and progress monitoring of key metrics			

Name:		Date:	
Assignment:			

DOMAIN 1		HE	E	NI	InE	N/A
PROGRAM LEADERSHIP						
L-1	Promotes the district vision					
L-2	Develops and implements a strategic departmental plan					
L-3	Uses an evaluation process to ensure effective program operation					
Comments:						

DOMAIN 2		HE	E	NI	InE	N/A
PROGRAM MANAGEMENT						
M-1	Manages fiscal resources					
M-2	Complies with county, state, and federal policies and regulation					
M-3	Develops capacity in staff					
Comments:						

DOMAIN 3		HE	E	NI	InE	N/A
COMMUNITY ENGAGEMENT						
C-1	Communicates effectively with all stakeholders					
C-2	Seeks and responds to stakeholder input during decision making process					
C-3	Advocates for public education/school system					
Comments:						

DOMAIN 4		HE	E	NI	InE	N/A
PROFESSIONAL RESPONSIBILITIES						
P-1	Communicates and acts honestly and ethically					
P-2	Respects diversity in the school community					
P-3	Demonstrates a positive work ethic					
P-4	Models professionalism					
P-5	Establishes and pursues appropriate goals for professional growth					
Comments:						

DOMAIN 5		HE	E	NI	InE	N/A
MEASURES OF SUCCESS						
	Sets targets aligned with key initiatives					
Comments:						

		HE	E	NI	InE	N/A
OVERALL EVALUATION						
Comments:						

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

During the first and second year of assignment to a new administrative level, the administrator's next-in-line will convene a formative conference to discuss progress to date on the relevant components of the following evaluation criteria. A comment is not required for each component or even for each domain, but space is provided to note commendations and recommendations as appropriate. This process will be completed by January 31.

DOMAIN 1 LEADERSHIP				
L-1	Promotes the district vision			
L-2	Develops and implements a strategic departmental plan			
L-3	Uses an evaluation process to ensure effective program operation			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 2 PROGRAM MANAGEMENT				
M-1	Managing fiscal resources			
M-2	Complies with county, state, and federal policies and regulations			
M-3	Develops capacity in staff			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 3 COMMUNITY ENGAGEMENT				
C-1	Communicates effectively with all stakeholders			
C-2	Seeks and responds to stakeholder input during decision making processes			
C-3	Advocates for public education/school system			
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DOMAIN 5 MEASURES OF SUCCESS				
Is the evaluatee making progress with targets aligned with key initiatives?				
Rating	❏ Highly Effective	❏ Effective	❏ Needs Improvement	❏ Ineffective
Comments:				

DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1-Evaluatee 2-Evaluator 3-Personnel File	_____ Name _____ Date	_____ Name _____ Date

Indicates copy has been received; does not necessarily indicate agreement with evaluation.

Name:	Date:
Assignment:	

In advance of an annual, summative evaluation conference, the evaluated administrator will summarize his/her professional activities related to each domain. The purpose of this brief document is to make the next-in-line administrator aware of professional development or ongoing strategies the administrator has undertaken. The notation may be in any format or detail of the evaluated administrator's choosing.

DOMAIN 1	
PROGRAM LEADERSHIP	
L-1	Promotes the district vision
L-2	Develops and implements a strategic departmental plan
L-3	Uses an evaluation process to ensure effective program operation
Professional Activities:	

DOMAIN 2	
PROGRAM MANAGEMENT	
M-1	Manages fiscal resources
M-2	Complies with deferral, state, and local policies and regulations
M-3	Develops capacity in staff
Professional Activities:	

DOMAIN 3	
COMMUNITY ENGAGEMENT	
C-1	Communicates effectively with all stakeholders and partners
C-2	Seeks and responds to stakeholder input during decision making processes
C-3	Advocates for public education/school system
Professional Activities:	

DOMAIN 4	
RELATED PROFESSIONAL RESPONSIBILITIES	
P-1	Communicates and acts honestly and ethically
P-2	Respects diversity in the school community
P-3	Demonstrates a positive work ethic
P-4	Models professionalism
Professional Activities:	

DOMAIN 5	
MEASURES OF SUCCESS	
	Sets targets aligned with key initiatives
Professional Activities:	

Submitted by: _____ Date: _____

Professional Improvement Plan

PROFESSIONAL IMPROVEMENT PLAN: PROCESS, FORM, TIMELINE

When an administrator's performance indicates a need to improve, the administrator and the next-in-line administrator will collaboratively develop goals and strategies to address the areas of focus that are less than effective. Using the **Professional Improvement Plan Form**, the named parties will select specific objectives, identify means of achieving the objectives, agree to the method of measuring achievement of the objective, and set a timeline for achieving the objective.

This Professional Improvement Plan process may be initiated at any point of the year, but must be initiated for any domain rating on the Mid-Year Formative or Annual Summative Evaluation that is less than effective.

The timeline for achieving the objective(s) must be established to provide feedback prior to March 15 for non-tenured administrators and April 15 for tenured administrators.

Before the end of the timeline established, the evaluated administrator and the next-in-line administrator will meet to discuss progress made toward addressing the selected objectives. The evaluator will reach a conclusion relative to the degree of attainment. That assessment will be one of the following:

A. Fully Achieved
B. Partially Achieved
C. Not Achieved

Professional Improvement Plan
Administrative & Supervisory Personnel

Name: _____ Assignment: _____

Evaluator: _____

Areas of Focus (Domain or Component)

Objective

Means of Achieving Objective

Method of Measuring Achievement of Objective

Timeline/Target Date(s) for Achieving Objective(s)--Including Completion Date of Plan

_____   _____
Evaluator's Signature   Date   Evaluatee's Signature   Date

Professional Improvement Plan Summary
Degree of Attainment:
❒ Fully Achieved   ❒ Partially Achieved   ❒ Not Achieved
Comments:

_____   _____
Evaluator's Signature   Date   Evaluatee's Signature   Date

*A signature indicates a copy received- does not necessarily indicate agreemen*t

Appendixes

Appendix A: AASA Statement of Ethics for Educational Leaders

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

Available online: https://www.aasa.org/about-aasa/Code-of-Ethics

Appendix B: Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT
Effective educational leaders act as agents of continuous improvement to promote each Professional Standards for Educational Leaders student's academic success and well-being.

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author.