



Kearney Public Schools

**Administrator
Evaluation Model
Forms**

Revised October, 2018

ADMINISTRATOR GOAL SETTING

Below is a list of eight (8) Effective Practices that reflect the major responsibilities of an administrator in Kearney Public Schools. Please list your goals under the appropriate effective practice. You do not need to write a goal for each effective practice. Goals can be self-set by the administrator or assigned by the Superintendent.

****Specific to building level administrators:** Building administrators are required to have at least one goal under Effective Practice 3, Continuous School Improvement. Goals listed under Effective Practice 3 should be linked to the guiding principles of the KPS Strategic Plan.

[Click here](#) to access the complete Kearney Public Schools Administrator Evaluation Model.

Administrator

Evaluator

Building

Date

EFFECTIVE PRACTICE 1: Vision for Learning

The administrator uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

EFFECTIVE PRACTICE 1 Indicators

1. Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
 2. Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
 3. Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
 4. Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
 5. Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decision-making.
 6. Ensures that the vision and core values are aligned to district, state, and federal policies.
 7. Systematically reviews the vision and core values and revises as appropriate.
- Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

Effective Practice 1 Goals

EFFECTIVE PRACTICE 2: Developing Relationships

The administrator develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

EFFECTIVE PRACTICE 2 Indicators

1. Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
 2. Is approachable, accessible, and welcoming to families and members of the community.
 3. Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.
- Seeks a range of diverse perspectives on school issues.
4. Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school.
 5. Encourages active family and community participation in the learning process to support student academic success and well-being.
- Promotes the school as a community center and resource for families and community members.
 - Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school.
 - Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.

- Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
- Consistently holds staff accountable for student success based on high expectations and professional standards.
- 2. Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
- Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 3. Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
- Engages in continuous learning and professional growth opportunities.
- Creates a collaborative team culture that encourages continuous individual growth and leadership development.
- Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
- Provides effective mentoring opportunities to build staff leadership.
- Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.

Effective Practice 5 Goals

EFFECTIVE PRACTICE 6: Systems Management

The administrator manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

EFFECTIVE PRACTICE 6 Indicators

1. Manages and monitors operations and administrative systems that promote the vision and core values of the school.
2. Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
- Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and nonmonetary resources.
- Engages in effective budgeting and accounting practices.
- Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
3. Consistently and effectively monitors the school's site, facilities, services, and equipment.
- Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
4. Effectively identifies and resolves problems and manages conflicts.
5. Communicates at a proficient level with community agencies to provide a safe school environment.
6. Develops school-wide procedures for the effective use of technology within the school.
7. Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
8. Ensures compliance with local, state, and federal mandates.
9. Monitors at the proficient level the impact of school law and regulations on the school community.

Effective Practice 6 Goals

EFFECTIVE PRACTICE 7: Culture for Learning

The administrator creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

EFFECTIVE PRACTICE 7 Indicators

1. Enhances the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
- Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
- Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them.
- Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning.
2. Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
3. Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.

ADMINISTRATOR SELF-EVALUATION

Below is a list of eight (8) Effective Practices that reflect the major responsibilities of an administrator in Kearney Public Schools. For each Effective Practice, please assign yourself a rating using the described levels of performance. A narrative section is included after each Effective Practice for comments. Your perceptions of your performance will be considered in the preparation of your evaluation.

[Click here](#) to access the complete Kearney Public Schools Administrator Evaluation Model.

Administrator

Evaluator

Building

Date

EFFECTIVE PRACTICE 1: Vision for Learning

The administrator uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

EFFECTIVE PRACTICE 1 Indicators

1. Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
 2. Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
 3. Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
 4. Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
 5. Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decision-making.
 6. Ensures that the vision and core values are aligned to district, state, and federal policies.
 7. Systematically reviews the vision and core values and revises as appropriate.
- Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

[Click here](#) to access the Effective Practice 1 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 1.

EFFECTIVE PRACTICE 1 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The administrator conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The administrator analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The administrator implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.

EFFECTIVE PRACTICE 3 Indicators

1. Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
2. Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
 - Creates action plans that include research-based instructional practices to improve teaching and learning.
 - Ensures that team and individual teacher goals are systematically aligned with building improvement plans.
3. Aligns professional development efforts with the school improvement plan.
 - Promotes leadership and builds capacity among teachers and staff.
4. Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.
 - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.
 - Ensures alignment of building improvement plans with state and federal requirements.
5. Uses technology to increase school efficiency and effectiveness.
6. Effectively manages the process of change within the school.

[Click here](#) to access the Effective Practice 3 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 3.

EFFECTIVE PRACTICE 3 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.	The administrator leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.	The administrator leads a systematic continuous school improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.	In collaboration with members of the school community, the administrator leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.

Administrator's Comments Regarding Performance on Effective Practice 3

EFFECTIVE PRACTICE 4: Instructional Leadership

The administrator provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

EFFECTIVE PRACTICE 4 Indicators

1. Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
 - Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
 - Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
2. Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.
 - Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation.
 - Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.
 - Supports that instructional practice is intellectually challenging, differentiated, and personalized.
 - Supports employment of assessments that are technically sound and consistent with best practices.
3. Holds self and staff accountable for the growth of student achievement across the curriculum.
4. Protects instructional time in order to maximize learning.

functioning professional community has not been formed.

and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.

and staff in accord with the school vision and core values.

and leading high-quality teachers and staff in accord with the school vision and core values.

Administrator's Comments Regarding Performance on Effective Practice 5

EFFECTIVE PRACTICE 6: Systems Management

The administrator manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

EFFECTIVE PRACTICE 6 Indicators

1. Manages and monitors operations and administrative systems that promote the vision and core values of the school.
2. Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and nonmonetary resources.
 - Engages in effective budgeting and accounting practices.
 - Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
3. Consistently and effectively monitors the school's site, facilities, services, and equipment.
 - Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
4. Effectively identifies and resolves problems and manages conflicts.
5. Communicates at a proficient level with community agencies to provide a safe school environment.
6. Develops school-wide procedures for the effective use of technology within the school.
7. Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
8. Ensures compliance with local, state, and federal mandates.
9. Monitors at the proficient level the impact of school law and regulations on the school community.

[Click here](#) to access the Effective Practice 6 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 6.

EFFECTIVE PRACTICE 6 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The administrator ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.	The administrator displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related	The administrator ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.	The administrator has a broad and deep understanding of school management functions and systematically undertakes them. The administrator's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.

EFFECTIVE PRACTICE 8: Professional Ethics and Advocacy

The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

EFFECTIVE PRACTICE 8 Indicators

1. Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being.
2. Models reflective practice, transparency, and ethical behavior.
 - Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
 - Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
3. Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.
4. Treats others with dignity and respect.
5. Protects the established rights, access to equitable resources, and confidentiality of students and staff.
6. Strives to make decisions that are just, fair, and equitable.
7. Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists.
 - Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.

[Click here](#) to access the Effective Practice 8 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 8.

EFFECTIVE PRACTICE 8 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.	The administrator usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.	The administrator consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	The administrator models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the administrator is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.

Administrator's Comments Regarding Performance on Effective Practice 8

Administrator's Summary Statement

ADMINISTRATOR EVALUATION

Below is a list of eight (8) Effective Practices that reflect the major responsibilities of an administrator in Kearney Public Schools. The Superintendent will assess the administrator's performance in fulfilling each of these responsibilities. For each Effective Practice, a rating will be assigned using the described levels of performance. A narrative section is included after each Effective Practice for comments. For a formative evaluation, the Superintendent will include rating some of the 8 Effective Practices and may include a non-summative review of other Effective Practices. For a summative evaluation, the Superintendent will include an assessment of all 8 Effective Practices. A comprehensive summative evaluation may be completed at the Superintendent's discretion.

[Click here](#) to access the complete Kearney Public Schools Administrator Evaluation Model.

Administrator

Evaluator

Building

Date

EFFECTIVE PRACTICE 1: Vision for Learning

The administrator uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

EFFECTIVE PRACTICE 1 Indicators

1. Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
 2. Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
 3. Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
 4. Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
 5. Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decision-making.
 6. Ensures that the vision and core values are aligned to district, state, and federal policies.
 7. Systematically reviews the vision and core values and revises as appropriate.
- Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

[Click here](#) to access the Effective Practice 1 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 1.

EFFECTIVE PRACTICE 1 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The administrator conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The administrator analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The administrator implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing

EFFECTIVE PRACTICE 3: Continuous School Improvement

The administrator leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

EFFECTIVE PRACTICE 3 Indicators

1. Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
2. Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.

- Creates action plans that include research-based instructional practices to improve teaching and learning.

- Ensures that team and individual teacher goals are systematically aligned with building improvement plans.
3. Aligns professional development efforts with the school improvement plan.

- Promotes leadership and builds capacity among teachers and staff.
4. Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.

- Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.

- Ensures alignment of building improvement plans with state and federal requirements.
5. Uses technology to increase school efficiency and effectiveness.
6. Effectively manages the process of change within the school.

[Click here](#) to access the Effective Practice 3 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 3.

EFFECTIVE PRACTICE 3 Levels of Performance

Unsatisfactory	Basic	Proficient	Exemplary
The administrator is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.	The administrator leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.	The administrator leads a systematic continuous school improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.	In collaboration with members of the school community, the administrator leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.

Superintendent's Comments Regarding Performance on Effective Practice 3

EFFECTIVE PRACTICE 4: Instructional Leadership

The administrator provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

EFFECTIVE PRACTICE 4 Indicators

1. Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.

- Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.

- Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
2. Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.

- Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation.

- Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.

school's vision and core values. The administrator's personnel practices are ineffective, and a high functioning professional community has not been formed.	needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.	of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.	capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
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Superintendent's Comments Regarding Performance on Effective Practice 5

EFFECTIVE PRACTICE 6: Systems Management

The administrator manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

EFFECTIVE PRACTICE 6 Indicators

1. Manages and monitors operations and administrative systems that promote the vision and core values of the school.
2. Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and nonmonetary resources.
 - Engages in effective budgeting and accounting practices.
 - Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
3. Consistently and effectively monitors the school's site, facilities, services, and equipment.
 - Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
4. Effectively identifies and resolves problems and manages conflicts.
5. Communicates at a proficient level with community agencies to provide a safe school environment.
6. Develops school-wide procedures for the effective use of technology within the school.
7. Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
8. Ensures compliance with local, state, and federal mandates.
9. Monitors at the proficient level the impact of school law and regulations on the school community.

[Click here](#) to access the Effective Practice 6 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 6.

EFFECTIVE PRACTICE 6 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The administrator ineffectively manages the organization, operations, and resources of the school, resulting in a	The administrator displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core	The administrator ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.	The administrator has a broad and deep understanding of school management functions and systematically undertakes them. The administrator's highly effective management of the organization, operations, and resources of the school results in a learning

result, student growth
may be less than
expected.

Superintendent's Comments Regarding Performance on Effective Practice 7

EFFECTIVE PRACTICE 8: Professional Ethics and Advocacy

The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

EFFECTIVE PRACTICE 8 Indicators

1. Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being.
2. Models reflective practice, transparency, and ethical behavior.
 - Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
 - Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
3. Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.
4. Treats others with dignity and respect.
5. Protects the established rights, access to equitable resources, and confidentiality of students and staff.
6. Strives to make decisions that are just, fair, and equitable.
7. Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists.
 - Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.

[Click here](#) to access the Effective Practice 8 Rubric. This rubric includes example behaviors the administrator typically displays in each level of performance of Effective Practice 8.

EFFECTIVE PRACTICE 8 Levels of Performance

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The administrator does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.	The administrator usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.	The administrator consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	The administrator models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the administrator is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.

Superintendent's Comments Regarding Performance on Effective Practice 8

Superintendent's Summary Statement

Administrators are expected to read and sign all recorded documents that are part of the evaluation instrument. The signature may be written or electronic. Such signature will mean that the administrator has reviewed the document. Agreement will not be associated with the administrator's signature. An administrator may submit a rebuttal or an addendum to any one or all of the documents that require his/her signature.