

West Virginia Board of Education • Policy 5310
Long-Term Substitute Administrator Evaluation Form

Directions: For each School Leadership Standard, rate the Element in the box provided.

| STANDARD 1: INTERPERSONAL AND COLLABORATIVE SKILLS | | | |
|---|---|---|---|
| Element 1: The school leader demonstrates effective and professional interpersonal and collaborative skills. | | | |
| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
| The school leader <ul style="list-style-type: none"> • collaborates to communicate a variety of information through multiple media to stakeholders • develops leadership among a wide variety of high-functioning collaborative teams to generate student-centered solutions • resolves conflicts to ensure the best interests of students and the school by establishing relationships built on high levels of mutual trust and respect | The school leader <ul style="list-style-type: none"> • communicates a variety of information with stakeholders • distributes leadership among a variety of collaborative teams to generate student-centered solutions • resolves problems and conflicts in a fair and consistent manner by establishing relationships built on trust and respect | The school leader <ul style="list-style-type: none"> • communicates only school activities to stakeholders • informs existing collaborative teams and allows limited contribution to decision making • creates and implements processes to resolve problems and/or conflict with inconsistent resolution | The school leader <ul style="list-style-type: none"> • does not communicate with stakeholders • does not inform existing collaborative teams or allow contributions to decision making • is not aware of potential problems and/or conflict or has a pattern of ineffective resolution |

Enter your notes here:

STANDARD 2: CLEAR AND FOCUSED LEARNING MISSION

Element 2: The school leaders facilitates the development of the strategic plan including a clear vision, mission, and goals.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|---|---|---|---|
| <p>The school leader</p> <ul style="list-style-type: none"> • takes the lead to facilitate the collaborative work of stakeholders as they develop the strategic plan based on student needs • ensures staff understands the strategic plan in order to focus their decision making • engages in critical conversations and collaborative actions with teachers individually and in teams | <p>The school leader</p> <ul style="list-style-type: none"> • develops the strategic plan collaboratively with all stakeholders based on student needs • ensures the strategic plan drives decision making • engages in conversations and collaborative actions with selected school personnel | <p>The school leader</p> <ul style="list-style-type: none"> • develops the strategic plan with limited stakeholders and minimal analysis of student needs • uses the strategic plan inconsistently to make decisions • engages in periodic conversations with selected school personnel and takes action in some instances | <p>The school leader</p> <ul style="list-style-type: none"> • does not work with staff/ stakeholders to develop a strategic plan based on student needs • does not use the strategic plan to make decisions • does not engage in conversations and collaborative actions with school personnel |

Enter your notes here:

STANDARD 3: RIGOROUS CURRICULUM, ENGAGING INSTRUCTION AND BALANCED ASSESSMENT

Element 3: The school leader demonstrates instructional leadership to establish and support a student-centered learning environment.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|--|--|--|---|
| The school leader <ul style="list-style-type: none">extensively analyzes multiple data sources to make instructional decisionssustains and supports student self-direction and accountability to personalize learningcontinuously monitors and collaborates with others to improve instruction and assessment to align with state-approved curricula | The school leader <ul style="list-style-type: none">analyzes data to make instructional decisionspromotes student self-direction and accountability to personalize learningcontinuously monitors and provides feedback to ensure that instruction and assessment align with state-approved curricula | The school leader <ul style="list-style-type: none">makes instructional decisions that are not always data-drivenencourages personalized learning although mainly teacher-directedmonitors instruction and assessment to align with state-approved curricula | The school leader <ul style="list-style-type: none">does not make instructional decisionsdoes not value personalized learningdoes not monitor instruction and assessment to align with state-approved curricula |

Enter your notes here:

STANDARD 4: POSITIVE LEARNING CLIMATE AND COHESIVE CULTURE

Element 4: The school leader builds and sustains a safe and positive climate and cohesive culture.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|---|--|---|---|
| <p>The school leader</p> <ul style="list-style-type: none"> works with others to create, implement, and monitor processes and structures for maintaining a positive school culture works with stakeholders, including students and community members, to use various techniques for monitoring the school culture sets high expectations for a well-coordinated approach where students and teachers are accountable for ensuring all school activities add value to student learning, character and citizenship | <p>The school leader</p> <ul style="list-style-type: none"> works with others to create and implement processes and structures for maintaining a positive school culture works with staff and students to use various techniques for monitoring the school culture sets high expectations through a well-coordinated approach and ensures that all school activities add value to student learning, character and citizenship | <p>The school leader</p> <ul style="list-style-type: none"> creates basic processes and structures for maintaining a positive school culture monitors the school culture coordinates all school activities to ensure value to student learning, character and citizenship inconsistently | <p>The school leader</p> <ul style="list-style-type: none"> does not maintain a positive school culture does not monitor the school culture does not have a coordinated approach to ensure that all school activities add value to student learning, character and citizenship |

Enter your notes here:

STANDARD 5: PROFESSIONAL GROWTH AND RETENTION OF QUALITY STAFF

Element 5: The school leader identifies supports and participates in professional development and promotes professional growth to retain high quality staff.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|---|---|--|--|
| The school leader <ul style="list-style-type: none">• distributes leadership wherein staff actively designs and implements targeted professional development to meet the needs of staff and students using multiple modes of delivery• actively seeks to improve effectiveness by participating in professional development and other professional learning opportunities• utilizes the evaluation system to maximize professional growth of staff members to improve instructional practices within the school | The school leader <ul style="list-style-type: none">• creates and implements processes and structures that consistently target professional development to better meet the needs of staff and students• demonstrates a commitment to self-improvement by actively participating in professional development to encourage personal growth• consistently manages and/or conducts staff evaluations and helps provide supports for professional growth | The school leader <ul style="list-style-type: none">• understands the need to target professional development but has yet to create processes and structures to ensure consistent implementation• understands the need to improve effectiveness and sometimes participates in professional development opportunities• manages and/or completes staff evaluations | The school leader <ul style="list-style-type: none">• does not target professional development to improve performance to better meet the needs of students and staff• does not participate in professional development or other learning opportunities to improve effectiveness• does not manage and/or complete staff evaluations |

Enter your notes here:

STANDARD 6: SUPPORT SYSTEMS FOR STUDENT SUCCESS

Element 6: The school leader creates and supports practices that address of students’ physical social/emotional and academic needs.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|--|---|---|---|
| <p>The school leader</p> <ul style="list-style-type: none"> works with others to create, implement, and monitor processes and structures for addressing students’ physical, social/emotional and academic needs uses creative approaches to actively seek additional school and community resources to address individual student needs that result in positive student outcomes | <p>The school leader</p> <ul style="list-style-type: none"> works with others to create and implement processes and structures for addressing students’ physical, social/emotional and academic needs leverages school and community resources to address individual student needs that result in positive student outcomes | <p>The school leader</p> <ul style="list-style-type: none"> creates basic processes and structures for addressing students’ physical, social/emotional and academic needs leverages school resources to address individual student needs that result in positive student outcomes | <p>The school leader</p> <ul style="list-style-type: none"> does not meet the needs of students does not leverage school resources to address individual student needs that result in positive student outcomes |

Enter your notes here:

STANDARD 7: OPERATIONS TO PROMOTE LEARNING

Element 7: The school leader demonstrates a proactive approach in effectively managing the resources and operations of the school.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|--|---|--|---|
| The school leader <ul style="list-style-type: none">works with others to create, implement and monitor processes to manage resources and operationsproactively monitors and identifies gaps in resources using various forms of data from multiple sources to address students' needs and interests | The school leader <ul style="list-style-type: none">works with others to create and implement processes and structures to manage resources and operationsutilizes data to adjust and maximize resources to address students' needs | The school leader <ul style="list-style-type: none">creates or implements processes and structures to manage resources and operationsis concerned about maximizing resources to address students' needs | The school leader <ul style="list-style-type: none">does not create or implement structures and processes to effectively manage resources and operationsdoes not work to maximize resources to address students' needs |

Enter your notes here:

STANDARD 8: FAMILY AND COMMUNITY CONNECTIONS

Element 8: The school leader communicates and creates partnerships to engage students, staff, families, and the community.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|--|--|--|---|
| <p>The school leader</p> <ul style="list-style-type: none"> • collaborates with school stakeholders to establish comprehensive processes and structures that support positive partnerships between families and the school where all collaborate to support student success and well-being • proactively interacts with stakeholders and empowers them to take ownership in the school • develops and maintains relationships with stakeholders to engender goodwill and garner resources to support the school's mission | <p>The school leader</p> <ul style="list-style-type: none"> • works with staff to welcome families into the school community and builds structures and processes to engage parents • interacts appropriately with stakeholders and some opportunities are provided for ownership in the school • creates positive connections between the school and its stakeholders | <p>The school leader</p> <ul style="list-style-type: none"> • has minimal interactions with stakeholders • works to create some positive connections between the school and its stakeholders | <p>The school leader</p> <ul style="list-style-type: none"> • does not positively contribute to the relationship between the school and its stakeholders |

Enter your notes here:

STANDARD 9: CONTINUOUS IMPROVEMENT

Element 9: The school leader ensures continuous improvement through the implementation and monitoring of the strategic plan.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|--|---|--|--|
| The school leader <ul style="list-style-type: none">• collaborates with stakeholders to facilitate and develop continuous improvement processes that lead to school reform• collaborates with staff to continuously analyze data and revise the strategic plan when appropriate• constantly investigates and implements best practices in school improvement to maximize strategic-plan outcomes• engages in self-reflection that leads to continuous improvement and exemplifies professionalism | The school leader <ul style="list-style-type: none">• facilitates continuous improvement efforts• continuously analyzes data and revises the strategic plan when appropriate• uses the strategic plan as a tool for continuous school improvement• engages in self-reflection and sets improvement goals | The school leader <ul style="list-style-type: none">• attempts to facilitate continuous improvement efforts• periodically analyzes data to evaluate the strategic plan• inconsistently uses the strategic plan as a tool for continuous improvement• uses self-reflection on a limited basis to drive improvement | The school leader <ul style="list-style-type: none">• does not recognize the need for continuous improvement• does not evaluate the strategic plan for relevance• does not recognize the strategic plan as a tool for continuous improvement• does not engage in self-reflection that leads to continuous improvement |

Enter your notes here:

STANDARD 10: STUDENT LEARNING

Element 10: The work of the school leader results in measurable progress of student learning through state-adopted curricula.

| <input type="checkbox"/> Distinguished | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Emerging | <input type="checkbox"/> Unsatisfactory |
|--|--|--|---|
| Evidence from multiple measures over multiple years consistently validates progress of student learning of appropriate state-approved curricula. | Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. | Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula. | Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula. |

Enter your notes here:

STANDARD 11: PROFESSIONAL CONDUCT

Element 11: The school leader demonstrates professional conduct as defines in law, policy and procedure at the state, district, and school level.

| | <input type="checkbox"/> Meets Standard | <input type="checkbox"/> Below Standard | <input type="checkbox"/> Unsatisfactory |
|----------------------|---|---|--|
| Policy and Procedure | Adheres to state, district and school policy and procedure | Adheres to state, district and school policy and procedure with few exceptions | Demonstrates a documented pattern of violating state, district or school policy and procedure |
| Attendance | Adheres to state, district and school attendance policy and procedure | Adheres to state, district and school attendance policy and procedure with few exceptions | Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure |
| Schedule | Adheres to state, district and school work schedule policy and procedure | Adheres to state, district and school work schedule policy and procedure with few exceptions | Demonstrates a pattern of failure to adhere to the work schedule defined by state, district or school policy and procedure |
| Respect | Interacts professionally with students, parents/guardians, colleagues and community | Interacts professionally with students, parents/guardians, colleagues and community with few exceptions | Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional |

Enter your notes here:

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Commendations and Recommendations:

Signing this evaluation form indicates a conference has been held between the educator and the evaluator regarding its contents. The educator has a right to include a written statement as an addendum to the evaluation. The addendum must be received within five working days following the date of the conference.

| | | |
|---------------------|------|---|
| Employee Signature | Date | Addendum Attached <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Evaluator Signature | Date | |

