Anchorage Public School
SUMMATIVE CONFERENCE FORM
DISTRICT ADMINISTRATORS

ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee _____   Date of Conference (analyses) _____

Evaluator/Observer _____   Position _____

Standard 1 Performance Criteria	(*more than one rating can be checked)			
Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community	Met	Growth Needed	Not Met	Comments
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members				
1.2 The vision and mission are communicated through through the use of symbols, ceremonies, stories, and similar activities.				
1.3 The core beliefs of the school vision are modeled for all stakeholders				
1.4 The vision is developed with and among stakeholders				
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 Progress toward the vision and mission is communicated to all stakeholders				
1.7 The school community is involved in school improvement efforts				
1.8 The vision shapes the educational programs, plans, and actions				
1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated				
1.10 Assessment data related to student learning are used to develop the school vision and goals				
1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 Barriers to achieving the vision are identified, clarified and addressed				
1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 Existing resources are used in support of the school vision and goals				
1.15 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised				

Overall Rating for Standard 1 (Transfer Results to Summative Evaluation Form)				

Standard 2 Performance Criteria	**(*more than one rating can be checked)**			
Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	**Met**	**Growth Needed**	**Not Met**	**Comments**
2.1 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined				
2.2 All individuals are treated with fairness, dignity, and respect				
2.3 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.4 Students and staff feel valued and important				
2.5 The responsibilities and contributions of each individual are acknowledged				
2.6 Barriers to student learning are identified, clarified, and addressed				
2.7 Diversity is considered in developing learning experiences				
2.8 Life-long learning is encouraged and modeled				
2.9 There is a culture of high expectations for self, student, and staff performance				
2.10 Technologies are used in teaching and learning				
2.11 Student and staff accomplishments are recognized and celebrated				
2.12 Multiple opportunities are available to all students				
2.13 The school is organized and aligned for success				
2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 The school culture and climate are assessed on a regular basis				
2.16 A variety of sources of information are used to make decisions				
2.17 Student learning is assessed using a variety of techniques				
2.18 Multiple sources of information regarding performance are used by staff and students				
2.19 A variety of supervisory and evaluation models is employed				
2.20 Pupil personnel programs are developed to meet the needs of students and their families				
Overall Rating for Standard 2 (Transfer Results to Summative Evaluation Form)				

Standard 3 Performance Criteria	**(*more than one rating can be checked)**			
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the	**Met**	**Growth Needed**	**Not Met**	**Comments**

organization, operations, and resources for a safe, efficient, and effective learning environment				
3.1 Knowledge of learning, teaching, and student development is used make to informed management decisions.				
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 Emerging trends are recognized, studied, and applied as appropriate				
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed				
3.6 The school plant, equipment and support systems operate safely, efficiently, and effectively				
3.7 Time is managed to maximize attainment of organizational goals				
3.8 Potential problems and opportunities are identified				
3.9 Problems are confronted and resolved in a timely manner				
3.10 Financial, human, and material resources are aligned to the goals of schools				
3.11 The school acts entrepreneurially to support continuous improvement				
3.12 Organizational systems are regularly monitored and modified as needed				
3.13 Stakeholders are involved in decisions affecting schools				
3.14 Responsibility is shared to maximize ownership and accountability				
3.15 Effective problem-framing and problem-solving skills are used				
3.16 Effective conflict resolution skills are used				
3.17 Effective group-process and consensus-building skills are used				
3.18 Effective communication skills are used				
3.19 There is effective use of technology to manage school operations				
3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 Human resource functions support the attainment of school goals				
3.23 Confidentiality and privacy of school records are maintained				
Overall Rating for Standard 3 (Transfer Results to Summative Evaluation Form)				

Standard 4 Performance Criteria	**(*more than one rating can be checked)**			
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	**Met**	**Growth Needed**	**Not Met**	**Comments**
4.1 High visibility, active involvement, and				

	Met	Growth Needed	Not Met	Comments
communication with the larger community is a priority				
4.2 Relationships with community leaders are identified and nurtured				
4.3 Information about family and community concerns, expectations, and needs is used regularly				
4.4 There is outreach to different business, religious, political, and service agencies and organizations				
4.5 Credence is given to individuals and groups whose values and opinions may conflict				
4.6 The school and community serve one another as resources				
4.7 Available community resources are secured to help the school solve problems and achieve goals				
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
4.9 Community youth family services are integrated with school programs				
4.10 Community stakeholders are treated equitably				
4.11 Diversity is recognized and valued				
4.12 Effective media relations are developed and maintained				
4.13 A comprehensive program of community relations is established				
4.14 Public resources and funds are used appropriately and wisely				
4.15 Community collaboration is modeled for staff				
4.16 Opportunities for staff to develop collaborative skills are provided				
Overall Rating for Standard 4 (Transfer Results to Summative Evaluation Form)				

Standard 5 Performance Criteria	(*more than one rating can be checked)			
Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner	**Met**	**Growth Needed**	**Not Met**	**Comments**
5.1 Examines personal and professional values				
5.2 Demonstrates a personal and professional code of ethics				
5.3 Demonstrates value, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 Serves as a role model				
5.5 Accepts responsibility for school operations				
5.6 Considers the impact of one's administrative practices on others				
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 Treats people fairly, equitably, and with dignity and respect				
5.9 Protects the rights and confidentiality of students and staff				
5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community				
5.11 Recognizes and respects the legitimate authority of others				

	Met	Growth Needed	Not Met	
5.12 Examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 Opens the school to public scrutiny				
5.15 Fulfills legal and contractual obligations				
5.16 Applies laws and procedures fairly, wisely, and considerately				
Overall Rating for Standard 5 (Transfer Results to Summative Evaluation Form)				

Standard 6 Performance Criteria	(*more than one rating can be checked)			
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context	**Met**	**Growth Needed**	**Not Met**	**Comments**
6.1 The environment in which schools operate is influenced on behalf of students and their families				
6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 There is ongoing dialogue with representatives of diverse community groups				
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 Public policy is shaped to provide quality education for students				
6.6 Lines of communication are developed with decision makers outside the school community				
Overall Rating for Standard 6 (Transfer Results to Summative Evaluation Form)				

*This column provides for one or more ratings. For example, an evaluatee might simply "*meet*" the performance criteria and that cell alone would be checked. Also, an evaluatee could "*meet*" the performance criteria yet "*need growth*" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "*not meet*" the performance criteria and "*need growth*".

Evaluatee: _____ Agree with this summative evaluation

              _____ Disagree with this summative evaluation

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

School Year _____
Tenured _____
Non-Tenured _____

Anchorage Public Schools
SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____Grade/Content Area _____

Evaluator _____Position _____

School _____

<u>Ratings</u>
<u>Administrator Standards</u>

	Meets	***Does Not Meet**
1. Facilitates a shared vision of learning	_____	_____
2. Sustains a school culture and instructional program conducive to learning	_____	_____
3. Ensures a safe, efficient learning environment	_____	_____
4. Collaborates with families and community	_____	_____
5. Acts with integrity, fairness, and in an ethical manner	_____	_____
6. Understands the larger context	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____

Evaluatee's Comments: _____
_____
_____

Evaluator's Comments: _____
_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation
_____ Disagree with this summative evaluation

Signature: _____   Date: _____

Opportunities for appeal processes at both the local and state levels are a part of Franklin County Public Schools evaluation plan.

Employment Recommendation:

_____ Recommends for re-employment

_____ Does not recommend for re-employment

Evaluator's Signature: _____   Date: _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7,8,9, and the local district plan

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.