

**COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY**  
**Evaluation of Administrator Effectiveness**

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Time: \_\_\_\_\_

Leadership Role: \_\_\_\_\_

The leadership evaluation instrument details expectations for school-wide implementation of research-based curriculum, culture and student achievement. Categorical weight distribution is specified as follows:

Competency (5%), Teacher Leadership Effectiveness (30%), Overall Student Achievement (45%) and School Culture (20%). School leaders must maintain an overall rating of 80% to maintain school-wide leadership status. An academic coach must maintain a 75% rating. Dropping below the required rating calls for a plan of corrective action for rapid turnaround within 6 months or removal from the district. School leaders with an overall rating of 80% or higher will be eligible for Outstanding Performance recognition and nomination to the board of directors for a plaque and bonus stipend.

**Competency (5%) – Promoting collaborative problem solving and open communication**

Creates a collaborative environment for successful school improvement; Seeks opportunities for teacher collaboration. Works well in small groups and school-wide to identify sources of student success and then struggle collectively to implement school improvement. Creates and sustains change required; willing and able to function as change agent.

Narrative:

**Teacher Leadership Effectiveness (30%) - Performance indicators that demonstrate effective principal leadership:**

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Demonstrates effective group-process and consensus-building skills in school improvement efforts
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Recognizes and celebrates the contributions of school community members to school improvement efforts
- Nurtures and develops the leadership capabilities of others
- Evaluates the collaborative skills of staff and supports needs with staff development

Narrative:

**Overall Student Achievement (45%) - Using data to identify and plan for needed changes in the instructional program**

Understands what data tells about where the school is performing relative to school and district goals; Seeks to understand why the data looks like it does. Models for and trains staff to regularly collect, analyze and use data to inform instruction. Solicits the input of the major stakeholders (teachers, administrators, parents, and students) to ensure that all perceptions are represented.

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Evaluates the assessment competencies of teachers and supports gaps with staff development
- Uses a variety of tools including technology to organize and analyze data

Narrative:

**School Culture (20%)** - There is a number of critical beliefs which underlie a principal's effectiveness in developing a culture supportive to improving student achievement. The principal must believe in, value, and be committed to:

**The School Mission:**

Commonwealth Community Development Academy shall challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and communication between faculty, parents and students.

Additionally, the principal must clearly convey attributes indicative of the following:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can achieve high standards of learning
- Collaborative problem solving with staff and stakeholders
- Ongoing collection and analysis of data
- Data-driven decision making
- Life- long learning for self and others
- Focus and alignment to achieve goals
- Doing the work required for high levels of personal and organization performance

Narrative :

Employee Signature:

Date:

Evaluator:

Date: