

CENTRAL OFFICE LEADERSHIP EVALUATION AND DEVELOPMENT PERFORMANCE CONTINUUM

As for teachers, principals, and APs, the effectiveness and development of central office leadership staff is a crucial factor in the long-term success of the district. Central office evaluation and development (or CEVAL) follows from the same basic principles as the TEVAL and PEVAL – multiple assessments including outcome measures, demonstrated competencies, and professional values.

The process is designed to support a deep professional coaching relationship between the leader and their manager, a relationship that strengthens both the leadership skills and leadership success of participants.

Central office administrators and managers will be evaluated using this form. Central office administrators are responsible for “outcome measures,” the managers will provide coaching aligned to the relevant leadership competencies, and the administrators and managers will receive a final rating on the standard NHPS talent scale (exemplary, strong, effective, developing, or needs improvement.)

The expectation is for 3 conferences a year: a goal and context-setting conference over the summer or at the start of the year, a mid-year conference, and an end-of-year conference. These conferences must be completed by the end of October, March, and June 30th, respectively.

The attached form includes the following sections, which aligns to both the TEVAL and PEVAL:

Section 1: Performance Outcome Measures. At least two measurable outcome goals ideally oriented to student learning or other high impact outcome measures of district performance. Central office leaders should set goals in collaboration with their IM and the final evaluation should be based on multiple years of performance.

Section 2: Central Leadership Competencies. These competencies are derived from the school based leadership competencies, with adjustment to acknowledge both that some central office leaders emphasize non-instructional priorities, and that central offices’ role is to support effective school-level practice. As a result, in the rubrics, some bullet points may not apply to all Central Office roles.

Section 3: Professional Values. These values mirror those of the TEVAL and PEVAL process, and speak to the underlying values and professionalism of the leader.

Section 4: Professional Learning Plan. Central office leaders should designate competencies and areas where they can expand their expertise and ability, and with their manager develop a plan to accomplish that learning through the course of the year.

Section 5: Summative Rating. The summative form provides a calculation of the overall rating for the leader, built from the component ratings in sections 1, 2, and 3 above.

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Vision				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>V1: Sets clear vision for area of leadership aligned to overall NHPS vision</i>				
<p>Strong plus: Demonstrates exceptional ability in establishing and implementing goals and direction for the district based on NHPS Vision.</p>	<p>Effective plus: Consistently provides strong direction through needs assessment, goal identification, and implementation strategies based on NHPS vision.</p>	<ul style="list-style-type: none"> Works with staff to create a shared sense of purpose and direction. Helps to establish the conditions that enable others to be effective. <ul style="list-style-type: none"> Develops a shared vision, builds consensus on goals and holds high performance expectations. Prioritizes district goals and expectations for student achievement. Supports implementation of DIP goals and monitors progress. 	<p>Provides minimal direction for the district/department and may lack a connection or alignment with the NHPS vision.</p>	<ul style="list-style-type: none"> Does not provide effective direction or for the district/department. Does not adequately communicate NHPS vision.
<i>V2: Identifies and address strategic opportunities and challenges</i>				
<p>Strong plus: Consistently embraces, internalizes and adopts the districts changes in alignment with upper management and NHPS vision while acting as a change agent for subordinates.</p>	<p>Effective plus:</p> <ul style="list-style-type: none"> Consistently embraces, internalizes and adopts the districts' changes in alignment with NHPS vision while acting as a change agent for subordinates. Encourages and models a proactive approach to problem solving and strategies for positive response to challenges. 	<ul style="list-style-type: none"> Effectively communicates district directives and learning initiatives. <ul style="list-style-type: none"> Creates opportunities for collaboration with administration and with site-based instructional staff. 	<p>Implements some problem solving strategies without communicating district's change model and/or lacking clear link to the district vision</p>	<ul style="list-style-type: none"> Fails to implement problem solving strategies Does not model effective or proactive approach to challenges/ barriers
<i>V3: Plans for, supports, and manages change</i>				
<p>Strong plus: Demonstrates exceptional ability in leading for innovative improvements.</p>	<p>Effective plus: Provides effective feedback and works collaboratively with staff to create action plans for future improvements.</p>	<ul style="list-style-type: none"> Establishes a sense of urgency for change. Uses the NHPS vision to inspire stakeholders and direct the change effort. Plans for achievements that can easily be visible. Organizes and delivers professional learning based on 	<ul style="list-style-type: none"> Inconsistently observes delivery of instruction. Feedback and instructional program initiative modifications are rare or random. 	<p>Does not provide adequate opportunity for instructional staff to receive support and/or resources necessary for effective instruction.</p>

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		vision, teacher needs, and student data.		
Vision - Suggested Supporting Evidence <ul style="list-style-type: none"> • Meeting agendas and PowerPoints • Feedback from stakeholders • Evidence of participation in professional learning • Surveys • District Improvement Plan 		<ul style="list-style-type: none"> • Participation on various committees • Attendance at various meetings • School visits and reports • School Reviews and reports • Walk-through reports • Action plans 		
Culture				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>C1: Focuses on Collaborative Work Environment</i>				
Strong plus: <ul style="list-style-type: none"> • Proactively creates and/or leads innovative teams that directly influence increases in student achievement. • Develops a strategic plan in collaboration with others that has a pervasive impact on changing practice. 	Effective plus: <ul style="list-style-type: none"> • Develops creative ways to collaborate beyond the norm, such as using technology, focus groups, etc. • Develops a strategic plan in collaboration with others to implement a district initiative. 	<ul style="list-style-type: none"> • Models and promotes effective coaching techniques and collaboration. • Works with cross-collaborative teams at Central Office and school level. • Brings together various groups to work on district initiatives. 	<ul style="list-style-type: none"> • Attention to coaching techniques and collaboration is either inconsistent or ineffective. • Work with cross-collaborative teams and/or various groups are either inconsistent or ineffective. 	Does not promote or engage in collaboration among staff, schools, and/or with Central Office.
<i>C2: Provides services to support high expectations for the educational success of all adults/students.</i>				
Strong plus: <ul style="list-style-type: none"> • Proactively pursues or creates resources for principals and/or staff that help them to support educational success for all students. • Proactively assists and/or influences principals and/or staff in formulating current definitions of “high expectations.” 	Effective plus: <ul style="list-style-type: none"> • Consistently provides principals and staff with feedback and information to improve school programs and/or instruction. • Provides professional learning opportunities for principals and/or staff that are differentiated based on their needs. 	<ul style="list-style-type: none"> • Provides operational support to schools. • Assists with personnel issues and hiring. • Seeks resources to support the students’ personal development, where appropriate. • Works with principals and staff to access community resources. • Provides engaging, relevant and effective professional learning for principals and/or staff. • Develops and monitors systems that support high expectations. 	Inconsistently provides services that support high expectations for the educational success of all adults/students or the services provided are of inconsistent quality.	Services that support high expectations for the educational success of all adults/students are rarely provided or are of very poor quality.

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		<ul style="list-style-type: none"> Communicates expectations regularly with all stakeholders. 		
<i>C3: Provides instructional leadership that supports schools in maintaining a focus on instruction.</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> Demonstrates exceptional ability in providing support and constructive feedback to principals and/or staff that maintains a focus on instruction. Implements innovative methods for sharing instructional best practices among staff and/or principals. 	<p>Effective plus:</p> <ul style="list-style-type: none"> Consistently models and encourages a focus on instruction in all interactions with staff/principals and in initiatives pursued. Consistently provides constructive feedback to principals and/or staff that maintain a focus on instruction. 	<ul style="list-style-type: none"> Provides constructive feedback to principals and/or staff that maintain a focus on instruction. Supports implementation of the teacher evaluation process. Provides support for curriculum development or implementation. Provides professional learning opportunities for principals and/or staff around best practices in instruction. Monitors classroom instruction via learning walks, subject area visits, and/or instructional rounds. 	<p>Instructional leadership provided to schools is either inconsistent, of intermittent quality, or does not maintain a focus on instruction.</p>	<p>Instructional leadership provided to schools is rare, of low quality, and/or does not maintain a focus on instruction.</p>
<p>CULTURE: Suggested Supporting Evidence</p> <ul style="list-style-type: none"> Calendar reflects regular meetings with principals, coaches, and staff. Meeting agendas and minutes of meetings show evidence of collaboration. Professional learning calendars. Timely and effective hiring. Emails and generated documents. Meeting agendas and minutes. Feedback to principals and staff (i.e., subject visit reports, school review reports, etc.) 				

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People				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>PI: Leads teams effectively, delegating responsibilities and managing for concrete outcomes</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> Ensures that tasks are meaningful, have concrete and measureable outcomes, and decisions are reached with consensus of the team. 	<p>Effective plus:</p> <ul style="list-style-type: none"> Models and coaches others in working effectively and professionally with teams. Encourages all stakeholders to collaborate and participate in decision-making, resulting in strong accountability and responsibility in resulting consequences. Participates with school teams and principals in improving outcomes for students. 	<ul style="list-style-type: none"> When working with teams and individuals, models professional conduct at all times. Engages others in decision-making and the monitoring of the resulting consequences on students, staff, and district goals. Develops and maintains relationships with individuals and teams that ensures high accountability and responsibility. Provides effective and constructive support to schools' teams and school level leaders. 	<ul style="list-style-type: none"> When working with teams and individuals inconsistently models professional conduct Engages others in some decision-making but does not always monitor the resulting consequences Develops and maintains relationships with individuals and teams but does not always ensure accountability or responsibility Feedback and support to schools' teams and school level leaders does not frequently lead to desired outcomes 	<ul style="list-style-type: none"> Responds to teams inappropriately. Can be rude, sarcastic, or condescending, and is not open to feedback from teams. Manages teams from a top-down perspective, and does not provide opportunity for engaging in decision-making. Feedback is mostly negative or not constructive towards school teams, resulting in dissatisfied staff.
<i>P2: Coaches, supports and when appropriate supervises individuals to support their growth and accomplishments</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> Coaching and support are instrumental in growing subordinates, departments, or teachers, resulting in increased measureable performance of stakeholders/subordinates Coaching and support are instrumental in growing subordinates, departments, or teachers, resulting in increased measureable performance of students 	<p>Effective plus:</p> <ul style="list-style-type: none"> Develops professional learning opportunities designed to strengthen curriculum, instructional practices, and assessment based on individual development needs. Consistently reflects and shares understanding of research and best practices. CEVAL/PEVAL processes are adhered to and result in increased performance of direct reports. Coaches and supports principals and school teams in enhancing 	<ul style="list-style-type: none"> Responds to all stakeholders by fostering their participation in collaboration, and inviting feedback and questions. Demonstrates a growth mindset for self and staff. Models, reflects on, and builds capacity for life-long learning through an increased understanding of research and best practices. Supports on-going professional learning and collaborative relationships with others. Develops professional learning opportunities designed to strengthen 	<ul style="list-style-type: none"> Provides support and coaching to some staff in development their growth goals. Coaching and support are inconsistent. Direct Reports report a lack of consistent support. High expectations for self and others to grow and develop is are not evident. The quality of professional learning activities is not inspiring or resulting in change of practices. Does not align the work and Professional Development 	<ul style="list-style-type: none"> Is unfamiliar with coaching strategies for adults learning. Contentious relationships with others lead to ineffective coaching, and supervision. Professional learning opportunities are of poor quality and do not engage others in growth and development. CEVAL deadlines and processes are not honored.

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	instructional practices through effective feedback.	<p>curriculum, instructional practices, and assessment.</p> <ul style="list-style-type: none"> • Collaborates with building leaders to support teacher instructional practices. • Effectively manages CEVAL/PEVAL processes. 	<p>opportunities around district or school goals.</p> <ul style="list-style-type: none"> • CEVAL deadlines and other processes are inconsistently completed. 	
<i>P3: Develops leadership talent across NHPS</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> • Seeks opportunities for self-improvement. • Identifies and further develops exemplary talent and plans for succession. • Actively recruits talent through strategic planning. 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Develops differentiated professional learning opportunities designed to strengthen leadership capacity based on individual growth trajectories. • Ensures that new staff are provided supports that result in highly engaged and satisfied staff • Direct reports are encouraged to seek continuous development as they move up the trajectories. 	<ul style="list-style-type: none"> • Implements practices to recruit, support, and retain highly qualified teaching staff. • Engages individuals in advancing their instructional practices and growth. • Provides feedback to building leaders and teachers to build leadership capacity. • Develops professional learning opportunities designed to strengthen leadership capacity amongst all stakeholders, often differentiating. 	<ul style="list-style-type: none"> • Engages minimally in recruiting highly effective teaching staff. • Feedback to teachers and principals to improve instructional practices and leadership capacity is often not constructive or helpful in improving practices and outcomes. • Professional learning opportunities to strengthen leadership capacity among all do not meet the needs of the stakeholders. They are one size fits all and limited in content. 	<ul style="list-style-type: none"> • Is not proactive in recruitment and retention of staff. • Does not encourage individual growth trajectories. • Does not seek his/her own professional growth. • The quality of professional learning opportunities for stakeholders is very poor for all stakeholders.
<i>P4: Interprets data and communicates progress toward the vision, mission and goals for all stakeholders</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> • Uses data to strategically plan for the department or district needs. • Communicates the vision, mission and goals of the district consistently in writing, verbally, and through his/her actions. • Influences and engages others in meeting the districts mission, vision, and goals through effective use and 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Multiple sources of data and information is strategically utilized to exponentially increase progress towards achieving the vision, mission, and goals of the district. • In addition to data, analyzes student work • regularly to plan and make changes to programs and activities. 	<ul style="list-style-type: none"> • Uses multiple sources of information/assessment to support school improvement. • Uses data and evidence to analyze student learning and teacher practices and engages in data-focused conversations with school leaders and staff. • Analyzes data deeply and collaborates with stakeholders in planning and carrying out changes in programs and or 	<ul style="list-style-type: none"> • Some sources of information are used effectively to support school improvement. • Some data is analyzed, but not at a deep level that reveals root causes and impacts change. • Stakeholders are not engaged in deeply analyzing data or in monitoring progress towards achieving the vision, mission, and goals. • Communication towards 	<ul style="list-style-type: none"> • Communication and organization is disorganized and does not encourage exchange of information to inform practice. • Data analysis is still at a basic level and does not positively impact schools or teacher practices. • Rationale for decisions/changes for students and schools based on data is unclear. • Communication towards

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<p>communication of data.</p>	<ul style="list-style-type: none"> Engages multiple stakeholders in analyzing data to make informed decisions about programs and activities. Systematically communicates accurate and timely exchanges of information. 	<p>activities.</p> <ul style="list-style-type: none"> Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice. Supports and leads high quality, data-driven instruction by building the capacity of principals to lead and perfect their craft Improves principal effectiveness: coaching, conducts principal evaluation Assists schools in supporting teaching and learning, helping them to provide quality feedback to staff Provides PD to principals differentiating based on needs <p>Supports principals in implementation of curricular initiatives</p>	<p>achieving the vision, mission, and goals are minimal</p>	<p>achieving the vision, mission, and goals are vague and inadequate.</p>
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People: Suggested Supporting Evidence

- Meeting agendas and minutes
- Meeting sign-in sheets
- Calendar
- Feedback from stakeholders
- Attendance at conferences or committees
- Evidence of leadership within the field
- Interviewing and recruiting logs/evidence
- Data to show student achievement and/or other measures to show increased performance of direct reports.

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Instructional Content

Exemplary	Strong	Effective	Developing	Needs Improvement
<i>IC1: Accepts responsibility in area of leadership</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> • Demonstrates an exceptional level of responsibility in all aspects of his/her daily job requirements, as well as areas beyond. 	<p>Effective plus:</p> <ul style="list-style-type: none"> • Models responsibility for staff and implements processes that ensure that all tasks related to the area will be completed on time and well. • Actively recruits teachers to serve in his/her area in particularly innovative ways. 	<ul style="list-style-type: none"> • Accepts responsibility for student and/or teacher achievement in his/her area. • Finishes all tasks on time. • Organizes and leads meetings. • Recruits teachers to serve in his/her area. • Monitors, coaches, and regularly communicates with teachers and/or school-leaders in his/her area. • Oversees curriculum writing and/or the creation and maintenance of other documents and policies related to his/her area. 	<ul style="list-style-type: none"> • Inconsistently demonstrates responsibility in one or more of the areas listed in Effective. • Does not effectively complete expectations of the department/district. 	<p>Does not demonstrate responsibility in most of the areas listed in Effective.</p>
<i>IC2: Demonstrates content expertise, continually refining NHPS approach</i>				
<p>Strong Plus:</p> <ul style="list-style-type: none"> • Demonstrates leadership in his/her field through participation in professional organizations, presentations at conferences, etc. • Shares new content and methodologies with staff using particularly innovative strategies. 	<p>Effective Plus:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the most current best practices and consistently shares them with staff via meetings, emails, websites, etc. • Demonstrates knowledge of best practices beyond his/her content area. • Contributes to the “NHPS approach” by sharing strategies, knowledge, or data at the district level. 	<ul style="list-style-type: none"> • Regularly attends conferences to develop expertise. • Demonstrates knowledge about best practices and shares them with staff. • Demonstrates knowledge of best practices within his/her content area and new NHPS initiatives. • Professional development offered is effective in improving teacher practice. 	<p>Inconsistently demonstrates content expertise in one or more of the areas listed in Effective.</p>	<p>Does not demonstrate content expertise in most of the areas listed in Effective.</p>
<i>IC3: Pursues and prioritizes data-informed, high leverage strategies to accomplish objectives.</i>				
<p>Strong plus:</p>	<p>Effective plus:</p>	<ul style="list-style-type: none"> • Uses data to inform all 	<ul style="list-style-type: none"> • Inconsistently uses data 	<ul style="list-style-type: none"> • Does not use data to

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<ul style="list-style-type: none"> Strategies implemented have high-yield results as measured by student and/or teacher data. Strategies pursued represent an exemplary level of data analysis, content knowledge, and/or research. 	<ul style="list-style-type: none"> Analyzes and makes data available to teachers and/or school-leaders to drive instruction and change. Measures effectiveness of strategies using a wide variety of data sources. Identifies sources of data that can be used to improve outcomes for students. 	<p>decision-making.</p> <ul style="list-style-type: none"> Sets and meets specific, measurable goals and objectives that prioritize high-leverage strategies. Guides implementation of high-leverage strategies in his/her area and uses data to evaluate effectiveness of strategies. Observes delivery of curriculum and provides feedback for ongoing technique/skills improvements as well as program modifications. 	<p>to inform decision-making.</p> <p>And/or</p> <ul style="list-style-type: none"> Inconsistently pursues and/or prioritizes high-leverage strategies to accomplish objectives. <p>And/ or</p> <ul style="list-style-type: none"> Inconsistently observes delivery of instruction 	<p>inform decision-making.</p> <p>And/or</p> <ul style="list-style-type: none"> Does not pursue and/or prioritize high-leverage strategies.
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Instructional Content: Suggested Supporting Evidence

- Central office survey results
- Evaluations from CIA meetings
- Exit slips from other meetings
- Evidence of conference attendance and/or presentations
- Evidence of participation in and/or leadership of professional organizations
- Evidence of how best practices are shared via websites, online modules, targeted PD meetings, etc.
- Evidence such as photos or handouts showing that teachers are implementing strategies learned in CIA or other meetings.
- Walk-through observations

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Management				
Exemplary	Strong	Effective	Developing	Needs Improvement
<i>M1: Demonstrates responsiveness to district, school, and/or teacher needs</i>				
<p>Strong plus: Anticipates and supports district, school, and teacher needs through particularly effective data analysis and observations.</p>	<p>Effective plus: Responsiveness to district, school, and teacher needs is prompt.</p>	<ul style="list-style-type: none"> Maintains accurate, up-to-date information about his/her areas of responsibility. Maintains regular communication with all stakeholders to keep abreast of areas of need. Meets with stakeholders as necessary to respond to district, school, and/or teacher needs. Uses data to determine district, school, and teacher needs 	<ul style="list-style-type: none"> Maintenance of information about his/her area of responsibility is inconsistent and/or of low quality. Communications and meetings with stakeholders are inconsistent or of low quality. 	<ul style="list-style-type: none"> There is little or no maintenance of information about his/her area of responsibility. Communications and meetings with stakeholders are inconsistent and of low quality.
<i>M2: Supports policies, systems, and processes to enhance school, department, or district-wide goals.</i>				
<p>Strong plus:</p> <ul style="list-style-type: none"> Makes innovative changes to existing policies, systems, or processes that have a direct effect on quality of instruction and/or student achievement. Ensures that policies, systems, and processes are implemented with fidelity. 	<p>Effective plus: Identifies the need for changes to existing policies, systems, and processes.</p>	<ul style="list-style-type: none"> Monitors existing policies, systems, and processes at the school, department or district level. Ensures that policies, systems, and processes are implemented. 	<ul style="list-style-type: none"> Existing policies, systems, and/or processes are not consistently monitored or implemented. 	<ul style="list-style-type: none"> Existing policies, systems, and/or processes are not monitored or implemented.
<i>M3: Maximizes available resources, including finances and time.</i>				
<p>Strong plus: Implements particularly innovative methods to maximize resources and/or time at the district, school or classroom level.</p>	<p>Effective plus: Supports school staff to ensure that available resources and time are maximized at the school and/or classroom level.</p>	<ul style="list-style-type: none"> Completes tasks accurately and on-time. Develops and/or manages a personal schedule that maximizes time and resources. Leads meetings and school visits that are purposeful, meaningful and supportive. Develops and manages a 	<ul style="list-style-type: none"> Management of time and/or resources is inconsistent. and/or Meetings and school visits are either inconsistent or not purposeful. and/or Budget is loosely aligned with district vision and goals or the needs of 	<ul style="list-style-type: none"> Management of time and/or resources is ineffective. and/or Meetings and school visits are either inconsistent or not purposeful. and/or Budget is not at all aligned with district vision and goals or the needs of

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		budget that maximizes resources and is aligned with district vision and goals, as well as the needs of his/her area of responsibility, where applicable.	his/her area of responsibility.	his/her area of responsibility.
<p>Management: Suggested Supporting Evidence</p> <ul style="list-style-type: none"> • Email correspondence. • Phone calls/texts. • School visit calendars. • Meeting agendas. 		<ul style="list-style-type: none"> • BLDT, SPMT, SGC, etc. agendas and minutes. • Email correspondence. • Regular meetings with staff in your area of responsibility. • Directors: CIA meetings for school leaders. • Supervisors: CIA meetings for teachers. 	<ul style="list-style-type: none"> • Budget and explanations. • Feedback from stakeholders. 	

CENTRAL OFFICE ADMINISTRATOR PROFESSIONAL VALUES PERFORMANCE CONTINUUM

PV 1: Collaboration and Collegiality		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Creates and/or leads initiatives that engages colleagues to improve learning across the school district Teacher leads efforts within and/or outside the school to strengthen academics and school culture. Leads district committees that contribute to the work of district policy or practice In collaboration with building leaders, leads school level teams to improve best practices Collaborates with a variety of stakeholders in educational matters and decisions related to curriculum and in decision making. 	<ul style="list-style-type: none"> Shares ideas and approaches with colleagues in an effort to drive learning across the district Teacher proactively participates in efforts to engage students, families, and colleagues in development of strong academic program and school culture. Actively participates as a member of district committees and teams Provides leadership to school teams to improve instructional practices Leads in the process of curriculum development and educational decision making 	<ul style="list-style-type: none"> Does not effectively collaborate with peers or colleagues, or does so inconsistently. Does not support ideas that contribute to learning across the district. Does not contribute positively to district committees. Inserts obstacles to committee work. Leadership to schools is irregular. Does not contribute to team dialogues in a productive manner. Educational decision-making around curriculum is done in isolation without feedback. Curriculum development work is of low quality.
PV 2: Professional Growth		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Continuously engages in learning to that aligns to the needs of the district.. Collects a variety of data/research and uses these to support student outcomes. Is reflective with self and others about their professional growth needs. 	<ul style="list-style-type: none"> Uses research /data to improve teaching and learning approaches for self and are aligned to the district vision. Actively prepares and self-assesses in preparation for development conversations with school staff and colleagues. Reflects, prepares and self-assesses in preparation for development conversations with IM. 	<ul style="list-style-type: none"> Is unfamiliar with best practices and/or research in teaching and learning. Does not seek out professional learning opportunities for self. Does not reflect on self-development needs. Does not contribute to others development. Does not accurately self-assess strengths and areas needing development.
PV 3: Reliability		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Prepares and provides professional activities that are well planned, timely, and engaging Completes all responsibilities at the highest standards of quality All records are kept at the highest quality, are organized, and are used to guide decisions Maintains the highest professional conduct, including confidentiality, realizing that ones' behavior directly reflects upon the status of the profession 	<ul style="list-style-type: none"> Arrives to professional activities on time, well prepared, and aligned to the audience needs. Reliably carries out all paperwork, duties, responsibilities and assignments. Keeps accurate and organized records. Maintains the confidentiality of information. 	<ul style="list-style-type: none"> Is frequently late or unprepared for professional activities. Paper work contains errors. Duties and responsibilities are inconsistently carried out. Records are inaccurate or unorganized. Engages in inappropriate behavior that leads to breaks in confidentiality.

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PV 4: High expectations		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Makes the well-being of all students the fundamental value in decision-making Provides opportunities for others to grow in the professional by providing specific feedback for development Encourages others to develop and evaluate curriculum and instructional practices 	<ul style="list-style-type: none"> Acts on the belief that all students can learn to the fullest extent of their abilities Accurately identifies strengths and areas of development for direct reports Promotes on-going development and evaluation of curriculum 	<ul style="list-style-type: none"> Beliefs and actions are not aligned to the district vision to support all students Is unable to or does not provide direct reports with meaningful and/or supportive feedback Does not provide meaningful professional learning that engages others in the use and evaluation of curriculum
PV 5: Respect		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Provides leadership to staff and colleagues that encourages collaboration and consensus building. Models and maintains the highest standards of professional conduct at all times. Demonstrates respect to others in all forms of communication and considers others culture, customs, and beliefs in communication and decision-making 	<ul style="list-style-type: none"> Interacts with staff/colleagues in ways that improves relationships Responds to others with dignity and respect Maintains cordial relationships with colleagues, administration, and school staffs. Communicates with others in an affirmative manner. 	<ul style="list-style-type: none"> At times, communicates with staff/colleagues in a disparaging manner Communication often offends others. Communication is directive rather than open. Relationships with colleagues, administration, and school staffs are often strained.
PV6: Responsiveness and outreach		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Works regularly with school staff /teams to improve instruction and is an integral part of the school community. Provides school teams with data, analysis of data, and offers recommendations for improving student outcomes. Encourages and supports innovation, adaptability and flexibility in order to improve outcomes for teachers and students. 	<ul style="list-style-type: none"> Frequently collaborates with school staff to improve instructional practices. Informs and provides support to schools when data indicates a drop in student performance. Supports school teams in developing intervention plans or professional learning opportunities that will improve student outcomes. 	<ul style="list-style-type: none"> Does not proactively engage school staff in improving instructional practices. Does not share data with schools or provide appropriate follow-up to improve student performance. Has limited interactions with school teams and/or does not provide support/feedback for improving student outcomes.
PV 7: Professionalism and judgment		
Exemplary	Effective	Needs Improvement
	<ul style="list-style-type: none"> Acts ethically with integrity and honestly. Demonstrates conduct that is consistent with the CT Code of Professional Responsibility for School Administrators. Maintains the standards, and seeks to improve effectiveness of the profession, through research and continuing development for self and others 	<ul style="list-style-type: none"> Acts dishonorably at times. Has been dishonest or unfair towards others. Frequently borders on violating aspects of the CT Code of Professional Responsibility for School Administrators. Behavior and standards of the profession are not met.