

**Erie County Technical School
Director's Evaluation 2014-2015
Based on Selected Components**

Date:	Leader Self-Assessment ☐	Evaluator Assessment ☐
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Domain 1: Strategic/Cultural Leadership

Systematically and collaboratively, the school leader will develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1b: Uses Data for Informed Decision Making:</i> The school leader analyzes and uses multiple data sources to drive effective decision-making.	Fails to satisfy the component as defined. Fails to demonstrate the ability to analyze or use data to drive effective decision-making.	Infrequently uses data and assessments to monitor progress. Exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.	Collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives. Develops the capacity of staff and other stakeholders to use data for decision-making.	... and Activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes. Listens, evaluates, and considers staff and other stakeholders input regarding recommended activities and initiatives

Component	Failing	Needs Improvement	Proficient	Distinguished
1c: Builds a Collaborative and Empowering Work Environment: The school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth. The school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Fails to satisfy the component as defined. Fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.	Frequently makes unilateral decisions (uses distributive leadership infrequently). Inconsistently includes parents, families, and the larger school community in the decision-making processes. Articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.	Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community. Consistently engages in shared decision-making and distributive leadership. Actively models behaviors that promote a sense of empowerment among staff and stakeholders.	... and Empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement. Establishes an environment where staff and other stakeholders: • Select and implement effective improvement strategies. • Assess and monitor progress towards achieving the vision, mission, and strategic goals. Lead planning and monitoring efforts.

Domain 2: Systems Leadership

The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Leverages Human and Financial Resources: The school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.	Fails to satisfy the component as defined. Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.	Utilizes systems for allocating human and financial resources that are not transparent.	Designs transparent systems to equitably manage human and financial resources. Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.	... and Integrates school, LEA, and community resources to maximize the efficiency of school operations. Uses data and feedback to assess the success of funding and program decisions.
2g: Ensures a High Quality, High Performing Staff: The school leader establishes, supports, and effectively manages processes and systems which ensure a high quality, high performing staff.	Fails to satisfy the component as defined. Fails to maintain a high performing staff which is focused on improving student achievement. Fails to address ineffective teaching and staff performance. Fails to provide induction support to all new staff. Fails to select and retain highly qualified personnel.	Inconsistently supervises and evaluates staff. Provides limited support to all new personnel. Inconsistently selects and retains highly qualified personnel.	Supervises and evaluates all staff in a fair and equitable manner following District procedures and uses the results to improve performance. Recruits and retains high quality staff that meets the diverse needs of students. Participates with appropriate personnel to select highly qualified staff. Provides induction processes to support all new personnel. Maintains a high performing staff which is focused on improving student achievement.	Proactively recommends decisions regarding hiring, transfers, retention and dismissal. Proactively recognizes quality teaching and establishes it as an example of expected performance. Ties human resources decisions to achieving the vision and goals of the school. Proactively creates additional induction opportunities to support all new personnel.

Domain 3: Leadership for Learning

The school leader assures a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Aligns Curricula, Instruction, and Assessments: The school leader ensures that the adopted curricula, instructional practices, and associated assessments are implemented within a Standards Aligned System. Data are used to drive refinements to the system.	Fails to satisfy the component as defined. Fails to monitor that the LEA's curricula are being implemented. Fails to engage staff in curricula planning and instruction.	Inconsistently monitors that the LEA's curricula are implemented with fidelity throughout the school. Inconsistently engages staff in curricula planning and instruction.	Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school. Aligns curricula with assessments and instructional material. Engages staff in curricula planning and instruction based upon state and local assessments. Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.	... and Engages staff to assesses curricula for strengths and weaknesses. Reports data and recommendations to curriculum committee for refinement of the LEA's curricula.

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.	Fails to satisfy the component as defined. Fails to monitor the effectiveness of professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities.	Inconsistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. Lacks participation in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.	Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.	...and Collaboratively works with staff members to: • Identify professional development needs based upon observation data. • Plan short and long-term professional development activities to address identified needs based upon observation data. • Monitor performance following professional development to ensure the application of lessons learned.

Domain 4: Professional and Community Leadership

The school leader promotes the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Shows professionalism: The leader operates in a fair and equitable manner with personal and professional integrity.	Fails to satisfy the component as defined. Fails to display honesty in interactions with students, staff, and stakeholders. Fails to recognize student needs and contributes to school practices that result in some students being ill served.	Interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.	Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP). Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders. Actively serves students to ensure that all students receive a fair opportunity to succeed.	... and Holds the highest standards of honesty, integrity, and confidentiality. Proactively serves students, seeking out resources when needed. Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.