

Administrator Evaluation Form: Chief Technology Officer

School Year:

Administrator Name:

Supervisor Name:

Summative Performance Levels Conference – Chief Technology Officer		Circle Appropriate Point Value			
Administrator Name:					
Evaluator Name:					
Date:		Ineffective (rarely)	Improvement Necessary (sometimes)	Effective (usually)	Highly Effective (always, almost always)
Domain 1: Human Capital Management					
1.1 Recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission.		1	2	3	4
1.2 Prioritizing the evaluation of personnel over competing commitments and using evaluation systems that credibly differentiate the performance of personnel.					
1.4 Orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance		1	2	3	4
1.5 Designing and implementing succession plans (e.g., career ladders) for every position in the district, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth.		1	2	3	4
1.6 Delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.		1	2	3	4
1.7 Counseling out or recommending the dismissal of ineffective department and/or building leaders.					
1.8 Strategically assigning building leaders and other staff to support district goals and maximize achievement for all students.		1	2	3	4
Domain 1 Total Possible Points = 20		Domain 1 Subtotal =		Domain 1 Average =	
Domain 2: Instructional Leadership					
2.1 Cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision.		1	2	3	4
2.2 Planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment.		1	2	3	4
2.4 Establishing a culture of collaboration in which teamwork, reflection, conversation, sharing openness, and problem solving about student learning and achievement are aligned to clear instructional priorities.		1	2	3	4
2.6 Promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement.		1	2	3	4
Domain 2 Total Possible Points = 16		Domain 2 Subtotal =		Domain 2 Average =	
Domain 3: Personal Behavior					
3.1 Modeling professional, ethical, and respectful behavior at all times and expecting the same		1	2	3	4

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behavior from others.				
3.2 Establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center.	1	2	3	4
3.3 Actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement.	1	2	3	4
3.4 Going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results.	1	2	3	4
3.5 Using reflections, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvement efforts.	1	2	3	4
Domain 3 Total Possible Points = 20	Domain 3 Subtotal =		Domain 3 Average =	
Domain 4: Building Relationships				
4.1 Establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence.	1	2	3	4
4.2 Skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)	1	2	3	4
4.3 Using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change.	1	2	3	4
4.4 Working collaboratively with individuals and groups inside and outside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students.	1	2	3	4
4.5 Demonstrating awareness of the public and political nature of the school district leader position and deftly engaging the public in addressing controversial issues.	1	2	3	4
Domain 4 Total Possible Points = 20	Domain 4 Subtotal =		Domain 4 Average =	

Domain 5: Culture of Achievement				
5.1 Empowering staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning.	1	2	3	4
5.2 Establishing rigorous academic goals and priorities that are accepted as fixed and immovable.	1	2	3	4
5.3 Orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation.	1	2	3	4
5.4 Implementing systems to promote and enforce individual accountability for results.	1	2	3	4
5.5 Ensuring all students full and equitable access to education programs, curricula, and available supports.	1	2	3	4
5.6 Ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.	1	2	3	4
5.8 Developing family and community partnerships that increase access to resources (e.g., classroom volunteers, fund, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement.	1	2	3	4
Domain 5 Total Possible Points = 24	Domain 5 Subtotal =		Domain 5 Average =	
Domain 6: Organizational, Operational, and Resource Management				
6.1 Using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals.	1	2	3	4
6.2 Using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization.	1	2	3	4
6.3 Overseeing the use of practices for the safe, efficient, and effective operation of the district's physical plant, equipment, and auxiliary services.	1	2	3	4

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	6.4 Planning, managing, and monitoring district budgets aligned to district improvement goals, and creatively seeking new resources to support district programs and/or reallocating resources from programs identified as ineffective or redundant.	1	2	3	4
	6.5 Managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management, financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff.	1	2	3	4
Domain 6 Total Possible Points = 16		Domain 6 Subtotal =		Domain 6 Average =	
Summary for Overall Performance Level					
Rubric Rating		Rubric Rating Subtotal	X .90		
Domain 1: Standard Score (Average Score)		District Accountability Grade	X .10		
Domain 2: Standard Score (Average Score)		Total Rating			
Domain 3: Standard Score (Average Score)					
Domain 4: Standard Score (Average Score)					
Domain 5: Standard Score (Average Score)					
Domain 6: Standard Score (Average Score)					
Rubric Rating Subtotal					

3.5 - 4.0 = Highly Effective
 2.5 - 3.499 = Effective
 1.75 - 2.499 = Needs Improvement
 1.0 - 1.749 = Ineffective

Narrative Summary

 Administrator Signature

 Evaluator Signature

 Date

 Date

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Administrator Evaluation Form: Executive Director of Technology

School Year:

Administrator Name:

Supervisor Name:

Goal Setting

Date:

Leadership Goal #1 - Chosen by Administrator

Leadership Goal <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Realistic</i> <i>Timely</i>	Progress Monitoring <i>How will you measure progress throughout the year?</i>	Timeline <i>What is your timeline for working on this goal throughout the year?</i>	Resources & Support Person(s) <i>What/Who do you need to help with your progress?</i>



Program Goal #2 – Part of the District Strategic Plan

Program Goal <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Realistic</i> <i>Timely</i>	Progress Monitoring <i>How will you measure progress throughout the year?</i>	Timeline <i>What is your timeline for working on this goal throughout the year?</i>	Resources & Support Person(s) <i>What/Who do you need to help with your progress?</i>

Program Goals Description

The Program Goals requirement in this evaluation requires the administrator to document both progress in meeting targeted Strategic Plan goals for the district and to document systematic implementation of strategies, interventions, and processes. The Program Goal section may also be used to document progress of a professional goal of monitoring, deployment, and effectiveness of programs that relate specifically to the administrator’s department or responsibilities.

The rating of the Professional Goal Setting component of the administrator’s appraisal will be a combined rating accounting for both the achievement of Program Goals and documented progress toward achievement of the Leadership Goals.

Completed templates from the Midyear Reflection Review as well as the Summative Reflection Review will be considered as primary documentation of the Program and Leadership Goal requirement. Additional documentation may also inform the evaluation as necessary.

Administrator Evaluation Form: Executive Director of Technology

School Year:

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Supervisor Name:

Mid-Year Reflection Review

Date:

Leadership Goal #1:

What progress has been made toward your goal?

What challenges have you faced reaching your goal?

What modifications need to be made for the last part of the year?

What support is needed?

Additional Reflections:



Program Goal #2:

What progress has been made toward your goal?

What challenges have you faced reaching your goal?

What modifications need to be made for the last part of the year?

What support is needed?

Additional Reflections:

Administrator Signature

Evaluator Signature

Date

Date



Summative Reflection and Review

Date:

Leadership Goal #1:

Describe the attainment of your goal:

Additional Reflections:

Evaluator Feedback:

Program Goal #2:

Describe the attainment of your goal:

What learning occurred that impacts your leadership?

Additional Reflections:



Evaluator Feedback:

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Exceeds all Leadership Goals.</p> <p>Attains significant progress toward achievement of Strategic Plan or Program goals.</p> <p>Progress may be considered Effective when administrator links data to support achievement of Program goal.</p> <p>Data is communicated and applicable stakeholders are aware of goals and progress toward goals.</p>	<p>Meets all Leadership Goals, may exceed in some.</p> <p>Attains significant progress toward achievement of Program goals.</p> <p>Progress may be considered Effective when administrator links data to support achievement of Program goals.</p> <p>Data is communicated and applicable stakeholders are aware of goals and progress toward goals.</p>	<p>Meets half of Leadership Goals and shows some attainment of the Program Goals.</p> <p>Administrator shows multiple ways in which Program Goals were addressed and can accurately identify areas in need of continued improvement.</p> <p>Data is communicated and applicable stakeholders are aware of goals and progress toward goals.</p>	<p>Meets less than half of the Leadership Goals and shows some attainment of the Program Goals.</p> <p>Administrator shows multiple ways in which Program Goals were addressed and can accurately identify areas in need of continued improvement.</p> <p>Data is communicated and applicable stakeholders are aware of goals and progress toward goals.</p>

Final Rating of Goal Setting and Goal Attainment: _____