

Evaluating the Quality of Career/Technical Education Administrator Evaluation Form

This assessment tool is designed to bring consistency and objectivity to the evaluation of a CTE administrator's performance and results. The evaluation will be conducted annually. The administrative evaluation form may be used by the administrator as a self-audit and also be used by supervisors to annually evaluate performance. The process includes a system for weighting the ratings. Weighting reflects the relative importance of each domain within an individual administrator's job assignment. A weight is assigned to each domain to reflect how much resources are expected to be appropriated to that domain. Rating reflects the evaluator's judgment about the quality of performance on a standard.

Any indicator that is scored at Level 1 or 2 must be included in an Administrator Improvement Plan.

Performance Level	Performance Level Score
<i>Highly Effective</i>	3.46 – 4.00
<i>Effective</i>	2.46 – 3.45
<i>Needs Improvement</i>	1.46 – 2.45
<i>Ineffective</i>	1.00 – 1.45

	Performance Indicators	Performance Rating				Comments (Strengths, Weaknesses, Opportunities, Challenges)
1.	<i>Strategic Leadership</i> a. Vision, Mission, Strategic Goals b. Student Completion c. Graduation Rate d. Distributive Leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12	<input type="checkbox"/> 16	
		<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12	<input type="checkbox"/> 16	
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
2	<i>Instructional Leadership</i> a. Focus on Learning, Teaching, Curriculum, Instruction, Assessment and Instructional Time b. Technical Skill Attainment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12	<input type="checkbox"/> 16	
3.	<i>Cultural Leadership</i> a. Collaborative Work Environment Efficacy and Empowerment b. School Culture and Identity Acknowledges Failures, Celebrates Accomplishments c. Non Traditional Participation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12	<input type="checkbox"/> 16	

4.	<i>Human Resource Leadership</i> a. Learning Communities b. Recruiting, Hiring, Placing, and Mentoring c. Teacher and Staff Evaluation	<input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4 <input type="checkbox"/> 4	
5.	<i>Managerial Leadership</i> a. School Resources and Budget b. Conflict Management and Resolution c. Systematic Communication d. Develops and enforces expectations, structures, rules and procedures for students and staff.	<input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4 <input type="checkbox"/> 4 <input type="checkbox"/> 4	
6.	<i>External Development Leadership</i> a. Parent and community involvement and outreach b. Federal, State and District Placement Mandates	<input type="checkbox"/> 1 <input type="checkbox"/> 4	<input type="checkbox"/> 2 <input type="checkbox"/> 8	<input type="checkbox"/> 3 <input type="checkbox"/> 12	<input type="checkbox"/> 4 <input type="checkbox"/> 16	
7.	<i>Micro-Political Leadership</i> a. Maintains high visibility, is aware of the expertise, power and influence of staff members b. Advocates for a school environment that acknowledges and respects diversity	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4	
8.	<i>Professional Standards</i> a. Adheres to legal standards including school board policies. b. Adheres to state, district, and campus standards, regulations, and procedures. c. Demonstrates professional and responsible work habits, including professional standards of competence and ethics. d. Uses professional written and oral communication and interpersonal skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4 <input type="checkbox"/> 4 <input type="checkbox"/> 4	

ADMINISTRATOR PERFORMANCE EVALUATION FORM

Name of Administrator _____ Assignment/Title _____

Central Nine Career Center division _____ Evaluation Period _____ through _____

Years of experience in present position _____; total in district _____; total in profession _____

Evaluator _____ Assignment/Title _____

Performance Indicator Weights (agreed upon distribution of time spent or level of responsibility in relation to holistic view of duties), expressed as a decimal percentage of 1.00 (i.e., .25 = 25%)

☐ Strategic Leadership
☐ Instructional Leadership
☐ Cultural Leadership
☐ Human Resource Leadership

☐ Managerial Leadership
☐ External Development Leadership
☐ Micro-political Leadership
☐ Professional Standards

SUMMARY SHEET

Administrator									
Domain		a	b	c	d	Total	Average	Weight	Rating
1	Strategic Leadership					0	0.00		0.00
2	Instructional Leadership					0	0.00		0.00
3	Cultural Leadership					0	0.00		0.00
4	Human Resource Leadership					0	0.00		0.00
5	Managerial Leadership					0	0.00		0.00
6	External Development Leadership					0	0.00		0.00
7	Micro-Political Leadership					0	0.00		0.00
8	Professional Standards					0	0.00		0.00
weight must total 1.0								0	0.00
									Overall

Evaluator signature _____ Date _____ Administrator signature _____ Date _____

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. I understand that the original is to be placed in my personnel file.

Career/Technical Education – Tool for Evaluating an Administrator

1. Strategic Leadership

Performance Indicators	LEVEL 1 Little or No Development and Implementation	LEVEL 2 Limited Development or Partial Implementation	LEVEL 3 Operational Level of Development and Implementation	LEVEL 4 Exemplary Level of Development and Implementation
<p>a. Vision, Mission, Strategic Goals; ensures that the school's identity actually drives decisions and informs the culture of the school; initiates changes based on data to improve performance, culture and school success.</p> <p>b. Student Completion; this is Perkins 3S1 Concentrators how earn a regular secondary school diploma</p> <p>c. Graduation Rate; Perkins 4S1 Concentrators who were included as graduates in the State's calculation</p> <p>d. Distributive Leadership; ensures autonomy to make decisions and supports decisions made; creates opportunities for staff to demonstrate leadership skills</p>	<p>Rarely uses data to base decision making on district vision, mission and goals. Initiatives exist outside clearly defined goals and purposes.</p> <p>School results are more than 5% lower than the local agreed upon level.</p> <p>School results are more than 5% lower than the local agreed upon level.</p> <p>Rarely allows staff to exercise their leadership abilities or expertise. Normally ignores Predictive Index indicators and dynamics when dealing with individuals or groups.</p>	<p>Sporadically uses data to base decision making on district vision, mission and goals. Aligns non essential initiative with purposes that occasionally influence school climate.</p> <p>School results are 5% or less below the local agreed upon level</p> <p>School results are 5% or less below the local agreed upon level.</p> <p>Occasionally allows staff to exercise their leadership abilities or expertise, but generally in areas of minimal significance. Predictive Index indicators and dynamics are used intermittently when dealing with individuals or groups.</p>	<p>Generally uses data to base decision making on district vision, mission and goals. Aligns important initiatives fairly consistently with purposes that influence school climate.</p> <p>School results are equal to or up to 5% above the local agreed upon level.</p> <p>School results are equal to or up to 5% above the local agreed upon level.</p> <p>Occasionally allows staff to exercise their leadership abilities or expertise, generally in areas of significance. Predictive Index indicators and dynamics are used dependably when dealing with individuals or groups.</p>	<p>Always uses data to base decision making on district vision, mission and goals. Aligns every initiative accordingly in order to influence school culture.</p> <p>School results are greater than 5% above the local agreed upon level.</p> <p>School results are greater than 5% above the local agreed upon level.</p> <p>Nearly always allows staff to exercise their leadership abilities or expertise. Embraces and employs Predictive Index indicators and dynamics when dealing with individuals or groups.</p>

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2. Instructional Leadership

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. Focus on Learning, Teaching, Curriculum, Instruction, Assessment and Instructional Time; ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community; systematically monitors the effect of the master schedule and bell-to-bell instruction.</p> <p>b. Technical Skill Attainment; Perkins 2S1 and Concentrators and Completers who passed State approved technical skill assessments defined for Indiana Career Pathways.</p>	<p>Rarely encourages and challenges staff to reflect deeply on essential knowledge, skills and concepts. Allows the majority of staff to ignore bell to bell instruction.</p> <p>School results are more than 5% lower than the local agreed upon level.</p>	<p>Irregularly encourages and challenges staff to reflect deeply on essential knowledge, skills and concepts. Monitors the effect of the master schedule and bell-to-bell instruction with only the least challenging staff members.</p> <p>School results are 5% or less below the local agreed upon level.</p>	<p>Reliably encourages and challenges staff to reflect deeply on essential knowledge, skills and concepts. Monitors the effect of the master schedule and bell-to-bell instruction with the majority of staff members.</p> <p>School results are equal to or up to 5% above the local agreed upon level.</p>	<p>Unfailingly encourages and challenges staff to reflect deeply on essential knowledge, skills and concepts. Systematically monitors the effect of the master schedule and bell-to-bell instruction with all staff members.</p> <p>School results are greater than 5% above the local agreed upon level.</p>

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3. Cultural Leadership

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. Collaborative Work Environment Efficacy and Empowerment; engages in site-based management and decision making; facilitates the achievement of rigorous, relevant and engaging instructional lessons; Utilizes a collective sense of well-being among staff, students and parents to impact student achievement;</p> <p>b. School Culture and Identity Acknowledges failures and celebrates accomplishments; establishes a culture of continuous improvement which guides disciplined thought and action of students and staff. Systematically recognizes individual and collective contributions;</p> <p>c. Non Traditional Participation; Perkins 6S1 and 6S2. Participants and Completers from underrepresented gender groups who participated in a</p>	<p>Rarely promotes cohesion or cooperation among and between staff members, colleagues, or departments. Ignores protocol among and between factions of the organizational structure.</p> <p>Hardly ever recognizes individuals and groups for their contributions. Emphasizes failures in an oppressive nature and ignores accomplishments, thereby fostering a negative climate and work environment.</p>	<p>Generally promotes cohesion or cooperation among and between staff members, colleagues, or departments. Typically respects and follows protocol among and between factions of the organizational structure but does influence others to do likewise.</p> <p>Recognizes some individuals and groups for their contributions but not all. Emphasizes failures and accomplishments inconsistently, thereby fostering factions between and among staff.</p>	<p>Generally promotes cohesion or cooperation among and between staff members, colleagues, or departments. Typically respects and follows protocol among and between factions of the organizational structure modeling and influencing others.</p> <p>Recognizes most individuals and groups for their contributions but not all. Emphasizes failures and accomplishments consistently, thereby fostering harmonious relationships between and among staff.</p>	<p>Consistently promotes cohesion or cooperation among and between staff members, colleagues, or departments. Always respects and follows protocol among and between factions of the organizational structure, establishing a culture that follows suit.</p> <p>Consistently recognizes individuals and groups for their contributions. Always acknowledges failures and celebrates accomplishments</p>

program leading to employment in non-traditional fields.				establishing a culture of continuous improvement.
	School results are more than 5% lower than the local agreed upon level.	School results are 5% or less below the local agreed upon level..	School results are equal to or up to 5% above the local agreed upon level.	
				School results are greater than 5% above the local agreed upon level.

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4. Human Resource Leadership

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. Learning Communities; ensures that the school is a professional learning community; facilitates opportunities for effective PD aligned with school improvement plan; recognizes and supports unique PD needs of individual staff members.</p> <p>b. Recruiting, Hiring, Placing, and Mentoring; supports, mentors and coaches staff; continuously searches for staff with outstanding potential.</p> <p>c. Teacher and Staff Evaluation; creates processes to provide formal feedback in a fair and equitable manner; analyzes the results of evaluations holistically and utilizes the results to direct PD.</p>	<p>Seldom aligns PD with the school improvement plan rarely customizing experiences for individual needs. Uses the same PD for all teachers regardless of their personal skill and knowledge levels.</p> <p>Compromises standards and expectations when making decisions in regards to staff by recommending individuals with sub standard qualifications or experiences.</p> <p>Rarely considers quality and reliability of artifacts and evidence when performing summative evaluations. Evaluates teachers with moderate to less than moderate compliance with the SPEP* as trained. Demonstrates considerable subjectivity and bias in this duty.</p>	<p>Sporadically aligns PD with the school improvement plan occasionally customizing experiences for individual needs. Typically uses the same PD for all teachers regardless of their personal skill and knowledge levels.</p> <p>Occasionally promotes high standards and expectations when making decisions in regards to staff. Provides leadership and support that result in maximizing employee potential by recommending some qualified individuals for employment.</p> <p>Intermittently considers quality and reliability of artifacts and evidence when performing summative evaluations. Evaluates teachers with moderate compliance with the SPEP* as trained. Demonstrates occasional subjectivity and bias in this duty.</p>	<p>Generally aligns PD with the school improvement plan occasionally customizing experiences for individual needs. Randomly uses the same PD for all teachers but rarely when personal skills and knowledge levels can be identified.</p> <p>Typically promotes high standards and expectations when making decisions in regards to staff. Provides exceptional leadership and support that result in maximizing employee potential by recommending qualified individuals for employment.</p> <p>Satisfactorily considers quality and reliability of artifacts and evidence when performing summative evaluations. Evaluates teachers with moderate or more than moderate compliance with the SPEP* as trained. Demonstrates minimal subjectivity and bias in this duty.</p>	<p>Predominately aligns PD with the school improvement plan customizing experiences for individual needs that have been clearly diagnosed.</p> <p>Consistently promotes high standards and expectations when making decisions in regards to staff. Always provides exceptional leadership and support that result in maximizing employee potential by recommending world class individuals with exceptional qualifications and experiences.</p> <p>Always considers quality and reliability of artifacts and evidence when performing summative evaluations. Consistently evaluates teachers in full compliance with the SPEP* as trained.</p>

				*Staff Performance Evaluation Program
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5. Managerial Leadership

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. School Resources and Budget; utilizes input from staff to establish priorities; designs transparent systems to equitably manage human and financial resources.</p> <p>b. Conflict Management and Resolution; demonstrates awareness of potential problems or conflict, creates processes to resolve such matters, and implements solutions; monitors staff response to discussions about solutions to ensure that all interests are heard and respected.</p> <p>c. Systematic Communication; designs and utilizes various forms of formal and informal</p>	<p>Repeatedly allows staff or self to circumvent established procedures with regards to inventory, general care for property and budgets or purchasing.</p> <p>Reactively manages conflict without appropriate anticipation thereby exacerbating effects or fallout from controversial initiatives and operations. Demonstrates a take charge demeanor without regard to team members.</p> <p>Considers student learning in a safe environment as a last option in most communication endeavors. Allows frequent interruptions to the learning environment that interfere with achievement.</p>	<p>Infrequently encourages staff or self to comply with established procedures with regards to inventory, general care for property and budgets or purchasing.</p> <p>Manages conflict with minimal anticipation thereby allowing negative effects or fallout from controversial initiatives and operations. Relies primarily on self to resolve matters with nominal influence from team members.</p> <p>Considers student learning in a safe environment in some communication endeavors. Excuses interruptions to the learning environment that interfere with achievement.</p>	<p>Intermittently insists that staff or self comply with established procedures with regards to inventory, general care for property and budgets or purchasing.</p> <p>Manages conflict with dependable anticipation thereby curbing most negative effects or fallout from controversial initiatives and operations. Relies primarily on self and others to resolve matters adequately.</p> <p>Considers student learning in a safe environment in most communication endeavors. Works around interruptions to the learning environment that interfere with achievement.</p>	<p>Repeatedly insists that staff or self comply with established procedures with regards to inventory, general care for property and budgets or purchasing.</p> <p>Proactively considers potential conflict and prepares admirably to minimize effects or fallout from controversial initiatives and operations. Always works collaboratively as a team member.</p> <p>Considers student learning in a safe environment foremost in every communication endeavor. Minimizes interruptions to the learning environment that interfere with achievement.</p>

<p>communication so that the focus of the school can be on improved student achievement</p> <p>d. Develops and enforces expectations, structures, rules and procedures for students and staff.</p>	<p>Repeatedly allows staff or students to circumvent established rules, guidelines or procedures with regards to operations, conduct or expectations.</p>	<p>Spasmodically encourages staff or students to comply with established rules, guidelines or procedures with regards to operations, conduct or expectations.</p>	<p>Generally insists that staff or students comply with established rules, guidelines or procedures with regards to operations, conduct or expectations.</p>	<p>Repeatedly insists that staff or students comply with established rules, guidelines or procedures with regards to operations, conduct or expectations.</p>
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6. External Development Leadership

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. Parent and community involvement and outreach; interacts with parents and community members; appreciates the culturally-responsive traditions of each community; proactively creates systems that engage parents and other stakeholders.</p> <p>b. Federal, State and District Placement Mandates; Perkins 5S1 Concentrators placed in post secondary education or advanced training, military service or employment in</p>	<p>Imposes personal perspectives of culture and traditions without much regard to local standards. Remains aloof from the community and its people in most instances.</p> <p>School results are more than 5% lower than the local agreed upon level.</p>	<p>Personal perspectives of culture and traditions generally outweigh the local standards of the community and its people. Selectively engages with factions of individuals or groups.</p> <p>School results are 5% or less below the local agreed upon level..</p>	<p>Local standards of the community and its people generally outweigh personal perspectives of culture and traditions. Consistently engages with certain factions of individuals or groups.</p> <p>School results are equal to or up to 5% above the local agreed upon level.</p>	<p>Genuinely appreciates and respects the culture and traditions of the community and its people. Engages effectively with all factions of individuals or groups.</p> <p>School results are greater than 5% above the local agreed upon level.</p>

second quarter after leaving high school.				
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Career/Technical Education – Tool for Evaluating an Administrator

7. Micro-Political

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. Maintains high visibility, is aware of the expertise, power and influence of staff members; builds systems and relationships to accomplish school goals; creatively employs strategies to build cohesion and distributed governance through shared decision-making.</p> <p>b. Advocates for a school environment that acknowledges and respects diversity.</p>	<p>Is considered as very accessible yet functions as a sounding board and advocate for teacher conveniences without representing administrative viewpoints about what is best for student learning.</p> <p>Imposes personal perspectives of culture and traditions without much regard to local standards.</p>	<p>Is considered as somewhat accessible yet generally functions as a sounding board and advocate for teacher conveniences without representing administrative viewpoints about what is best for student learning.</p> <p>Personal perspectives of culture and traditions generally outweigh the local standards of the community and its people.</p>	<p>Is considered as somewhat accessible, generally functioning as a representative of administrative viewpoints about what is best for student learning instead of a sounding board or advocate for teacher conveniences.</p> <p>Local standards of the community and its people generally outweigh personal perspectives of culture and traditions.</p>	<p>Is considered as very accessible, functioning as a representative of administrative viewpoints about what is best for student learning instead of a sounding board or advocate for teacher conveniences.</p> <p>Genuinely appreciates and respects the culture and traditions of the community and its people.</p>

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8. Professional Standards

Performance Indicators	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>a. Adheres to legal standards including school board policies</p> <p>b. Adheres to state, district, and campus standards, regulations, and procedures.</p> <p>c. Demonstrates professional and responsible work habits, including professional standards of competence and ethics.</p> <p>d. Uses professional written and oral communication and interpersonal skills.</p>	<p>Repeatedly allows staff or self to circumvent established legal standards or policies.</p> <p>Repeatedly allows staff or self to circumvent established guidelines and procedures.</p> <p>Repeatedly allows staff or self to circumvent or ignore professional habits, competencies and ethics.</p> <p>Repeatedly allows staff or self to circumvent or ignore acceptable communication and interpersonal skills.</p>	<p>Spasmodically encourages staff or students to comply with established legal standards or policies.</p> <p>Intermittently encourages staff or self to comply with established guidelines and procedures.</p> <p>Irregularly encourages staff or self to exercise professional habits, competencies and ethics.</p> <p>Spasmodically encourages staff or self to exercise acceptable communication and interpersonal skills.</p>	<p>Generally insists that staff or self comply with established legal standards or policies.</p> <p>Generally insists that staff or self comply with established guidelines and procedures.</p> <p>Regularly encourages staff or self to exercise professional habits, competencies and ethics.</p> <p>Regularly encourages staff or self to exercise acceptable communication and interpersonal skills.</p>	<p>Repeatedly and reliably insists that staff or self comply with established legal standards or policies.</p> <p>Predominately insists that staff or self comply with established guidelines and procedures.</p> <p>Repeatedly and reliably encourages staff or self to exercise professional habits, competencies and ethics.</p> <p>Always encourages staff or self to exercise acceptable communication and interpersonal skills.</p>