

Jordan Administrator Evaluation Planning by PERFORMANCE EXPECTATION

IMPORTANT NOTES:

- Refer to the original evaluation on JPLS, including the rubric, to complete your evaluation
- Descriptions (italicized) are color coded as follows:
 - Descriptions falling in Minimally/Emerging Effective range = Red
 - Descriptions falling in Effective range = Green
 - Descriptions falling in Highly Effective range = Blank
- It's not expected that you use each task item on this list; however, some performance expectations may require more than one task item.
- Task items not included on this list can be used as evidence for your evaluation

Performance Expectation 1A: Educational leaders establish high and measurable expectations for all students and educators
School Improvement Planning, Trust Land Plan, Accreditation <i><input type="checkbox"/> Use data to create vision, mission, and goals;</i> <i><input type="checkbox"/> Involve stakeholders in providing input to vision, mission, and goals;</i> <i><input type="checkbox"/> Align vision, mission, and goals to data, input, and/or MTSS model (District priority);</i> <i><input type="checkbox"/> Involve stakeholders in the process of aligning vision, mission, and goals to data, input, and/or MTSS Model</i>
Performance Expectation 1B: Educational leaders facilitate a process of creating a shared vision, mission, and goals
Faculty, School Community Council, School Improvement Plan, Accreditation <input type="checkbox"/> <i>Share vision, mission, and goals with staff;</i> <input type="checkbox"/> <i>Assign responsibilities tied to vision, mission, and goals;</i> <input type="checkbox"/> <i>Include staff in evaluating programs;</i> <input type="checkbox"/> <i>Facilitate collaboration among stakeholders regarding vision, mission, and goals</i>
Trust Lands Spring Progress Report <input type="checkbox"/> <i>Ask stakeholder groups to evaluate effectiveness of decisions and of school programs;</i> <input type="checkbox"/> <i>Facilitate collaboration between teachers and parents on SCC</i>
Performance Expectation 1C: Educational leaders sustain strong organizational commitment to vision, mission, and goals aimed at continuous improvement
PLCs, School Improvement Plans, Trust Land Plan, Accreditation, Student Behavior Plan <input type="checkbox"/> <i>Use of data to plan and improve programs;</i> <input type="checkbox"/> <i>Have stakeholder groups collaborate to review data and improve programs;</i> <input type="checkbox"/> <i>Provide opportunities for stakeholder groups to evaluate goals and identify needs of students</i>
Use of Mastery Connect <input type="checkbox"/> <i>Use data to plan and improve programs;</i> <input type="checkbox"/> <i>Have stakeholder groups collaborate to review data and improve programs;</i> <input type="checkbox"/> <i>Provide opportunities for stakeholder groups to evaluate goals and identify needs of students;</i>
Performance Expectation 2A Educational leaders ensure strong professional cultures that support teaching and learning
Evaluations (Classroom walkthroughs, JPAS Evaluations, Administrator Evaluations) <input type="checkbox"/> <i>Provide feedback based on evaluations;</i> <input type="checkbox"/> <i>Show how feedback is used for improvement;</i>
Planning PD for staff – <input type="checkbox"/> <i>Keep record of professional development offered;</i> <input type="checkbox"/> <i>Use data to plan professional development;</i> <input type="checkbox"/> <i>Involve staff in professional development planning</i>
School Climate Survey <input type="checkbox"/> <i>Involve stakeholder groups by using evaluations to provide feedback</i>
Staffing <input type="checkbox"/> <i>Share considerations made in hiring;</i> <input type="checkbox"/> <i>Plan staff activities that support teaching and learning;</i> <input type="checkbox"/> <i>Involve staff in hiring</i>
Performance Expectation 2B Educational leaders require all educators to know and use Utah Core Curriculum and current Utah Effective Teaching Standards
Evaluations (Classroom walkthroughs, JPAS Evaluations, Administrator Evaluations) <input type="checkbox"/> <i>Complete evaluation requirements;</i> <input type="checkbox"/> <i>Show how evaluations and feedback are used to coach and mentor teachers for instructional improvement;</i> <input type="checkbox"/> <i>Monitor classrooms for application of strategies</i>
Mentor Assignments <input type="checkbox"/> <i>Assign mentors to provisional teachers;</i> <input type="checkbox"/> <i>Create a plan to build the capacity of mentors</i>

Plan PD and Promote professional development opportunities offered through the District such as JPAS Training, Comprehensive Balanced Literacy (CBL) WIDA, REACH, SIOP, Mentor Training, etc.

Include opportunities to understand the Utah Core Standards and Utah Effective Teaching Standards; *Provide opportunities for staff to use Utah Core Standards and Utah Effective Teaching Standards to identify effective teaching strategies;* *Determine how to monitor classrooms to ensure strategies are being applied*

Performance Expectation 2C Educational leaders implement appropriate systems of assessment and accountability

PLCs, Student Learning Objectives (SLOs)

Use technology to track and analyze data; *Train teachers to use technology with data;* *Collaborate with other administrators to improve the use of technology*

PLCs with Peers

Collaborate with other administrators to improve the use of technology

Performance Expectation 3A Educational leaders distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning

Communication

Show communication methods; *Show how communication supports teaching and learning;*
 Involve stakeholders in evaluation and improving communication

School Committees and Assignments

Assign management responsibilities to staff; *Provide opportunities for stakeholders to improve school operations*

State Risk Self-Inspection Survey

Complete Survey as required; *Assign responsibilities as necessary;* *Provide opportunities for stakeholder groups to be involved in evaluating and improving school safety operations*

School Safety Procedures

Ensure that safety procedures are in place; *Assign safety management responsibilities to staff;* *Provide opportunities for stakeholders to improve school safety*

Performance Expectation 3B Educational leaders strategically allocate and align human, fiscal, technological, and physical resources

Grant Opportunities (Cash for Classrooms, CenturyLink Technology Grants, etc.)

Network with staff and others to secure additional resources to meet goals

Legislative Teacher Supply Money, Budget Audits, Quarterly School Financial Reports

Adhere to budget guidelines; *Show how budgets tie to goals* *Encourage networking to secure additional resources to accomplish goals*

ALS Compliance and Assurances

Identify how staffing can meet diverse student needs *Involve staff in developing personnel to meet diverse student needs*

FTE Audits

Share considerations in hiring; *Discuss how staffing is used to address diverse student needs;*
 Show stakeholder involvement in retaining and developing personnel to meet student needs

Performance Expectation 3C Educational leaders protect the well-being and safety of students and staff

School Safety Procedures

Ensure that safety procedures are in place; *Ensure that stakeholder input is used for safety procedures;* *Involve stakeholder groups in school safety planning*

Student Behavior Plans

Show stakeholder group involvement in implementing and monitoring guidelines for student behavior

Performance Expectation 4A Educational leaders collaborate with families and diverse community stakeholders to extend programs, services, and outreach

Communication

Show methods of communication with staff and parents; *Show use of data in communications;*
 Show how the rationale of data is explained in communications

Extended School Programs (Principal pantry, Music Programs, After-School Tutoring, etc.)

List extended school programs and the services provided; *List of extended school programs is varied;* *Show efforts to increase extended school programs*

School Community Council, Student Meetings (IEP, 504, Behavior, etc.) <i><input type="checkbox"/>Ensure parents are involved in their children's education; <input type="checkbox"/>Provide training regarding educational decision making</i>
Performance Expectation 4B Educational leaders respond and contribute to community interests and needs
Community Partnerships <i><input type="checkbox"/>Plan for community partnerships; <input type="checkbox"/>Show how partnerships add to school improvement; <input type="checkbox"/>Share strategies for developing partnerships</i>
PLCs with Peers <i><input type="checkbox"/>Share the advantages of strengthening educational programs through diversity</i>
Special programs focused on respect, diversity, culture, etc., Student Meetings (IEP, 504, Behavior, etc.) <i><input type="checkbox"/>Show strategies for accommodating diversity; <input type="checkbox"/>Show how diversity strengthens educational programs; <input type="checkbox"/>Share the advantages of strengthening educational programs through diversity</i>
Performance Expectation 4C Educational Leaders maximize shared school and community resources to provide essential services for students and families
Community Agencies <i><input type="checkbox"/>Gather information regarding community agencies; <input type="checkbox"/>Develop beneficial relationships with community agencies; <input type="checkbox"/>Share strategies for developing community partnerships</i>
PLCs with Peers <i><input type="checkbox"/>Share strategies for developing community partnerships</i>
Safe Walking Plans (SNAP Plans) <i><input type="checkbox"/>Identify the community agencies involved in the process; <input type="checkbox"/>Work to build/maintain a relationship with the agencies; <input type="checkbox"/>Share techniques for working with agencies with colleagues</i>
Performance Expectation 5A Educational leaders demonstrate appropriate, ethical, and legal behavior expected by the profession
Testing Preparation and Administration <i><input type="checkbox"/>Share testing ethics; <input type="checkbox"/>Set expectations of ethical and confidential testing administration; <input type="checkbox"/>Monitor for ethical testing</i>
Special programs focused on respect, diversity, culture, etc. <i><input type="checkbox"/>Demonstrate respect for diverse cultures; <input type="checkbox"/>Set expectations for others to show respect for diverse cultures; <input type="checkbox"/>Lead efforts in showing respect for diverse cultures</i>
Performance Expectation 5B Educational leaders examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning
Evaluations (Classroom walkthroughs, JPAS Evaluations, Administrator Evaluations) <i><input type="checkbox"/>Show evidence of personal reflection; <input type="checkbox"/>Assist staff in understanding how self-reflection helps establish professional growth; <input type="checkbox"/>Assist other stakeholder groups in understanding how self-reflection helps establish professional growth</i>
Conflict Resolution/Mediation <i><input type="checkbox"/>Show evidence of personal reflection when problem solving regarding student needs; <input type="checkbox"/>Assist staff in understanding how self-reflection helps when problem solving to meet student needs; <input type="checkbox"/>Assist other stakeholder groups in understanding how self-reflection helps when problem solving to meet student needs</i>
Performance Expectation 5C Educational leaders perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities
Evaluations (Classroom walkthroughs, JPAS Evaluations, Administrator Evaluations) <i><input type="checkbox"/>Assist stakeholder groups in understanding the importance of life-long learning <input type="checkbox"/>Identify your professional growth and development from the year; <input type="checkbox"/>Identify how your professional growth was applied in practice</i>
Attendance at PD Opportunities (HR Courses, SIS Forums, etc.) <i><input type="checkbox"/>Show own professional development "plan"; <input type="checkbox"/>Show application of professional development in practice; <input type="checkbox"/>Lead stakeholder groups in understanding a commitment to life-long learning</i>
Student Confidentiality <i><input type="checkbox"/>Demonstrate professional ethics; <input type="checkbox"/>Share confidentiality procedures with staff; <input type="checkbox"/>Monitor confidentiality matters</i>

Performance Expectation 6A Educational leaders promote the success of every student by understanding, responding to, and influencing the inter-related systems of political, social, economic, legal, policy, and culture contexts affecting education

JPAS Orientation, Crucial Concerns Introduction and Review, Fee Waivers

- Show compliance to mandates;* *Use teaching techniques to discuss mandates with staff*
- Support staff in implementing and understanding mandates*

Evaluations (Classroom walkthroughs, JPAS Evaluations, Administrator Evaluations), SLOs

- Show compliance to mandates;* *Use teaching techniques to discuss mandates with staff*
- Support staff in implementing and understanding mandates*

Performance Expectation 6B Educational leaders contribute to the larger arena of educational policymaking.

Community Partnerships, Legislation Session, Invitations to Board Members to attend school events, Attendance at Board Meetings, Faculty, School Community Council

- Advocate for education;* *Engage stakeholder groups in advocating for education*

Trust Land Plan

- Advocate for education by sending letters;* *Engage stakeholders in advocating for education by encouraging others to send letters*

Performance Expectation 6C Educational leaders increase the effectiveness of the school communities' efforts to improve education

Invitations to Board members to attend school events; Attendance at Board Meetings

- Show evidence of positive educational relationships;* *Help stakeholder groups network and build capacity*

Principal Meetings, School Community Council

- Collect data with stakeholder groups;* *Collect and Analyze data with stakeholder groups;* *Use data with stakeholder groups to determine present and future needs*

Principal Meeting – School Community Council

- Develop educational relationships;* *Establish positive educational relationships;* *Network and build capacity with stakeholder groups*