

JSD Administrator Evaluation Planning by TASK

IMPORTANT NOTES:

- Refer to the original evaluation on JPLS, including the rubric, to complete your evaluation.
- Task items (in bold) are organized alphabetically by category and then organized within the category by performance expectation number.
- 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

Budgeting/Finance	
3B	Grant Opportunities (Cash for Classrooms, CenturyLink Technology Grants, etc.) <i><input type="checkbox"/> Network with staff and others to secure additional resources to meet goals</i>
3B	Legislative Teacher Supply Money <i><input type="checkbox"/> Adhere to budget guidelines; <input type="checkbox"/> Show how budgets tie to goals <input type="checkbox"/> Encourage networking to secure additional resources to accomplish goals</i>
3B	Budget Audits/ Quarterly School Financial Reports <i><input type="checkbox"/> Ensure budget guidelines are followed; <input type="checkbox"/> Tie budgets to vision, mission, and goals; <input type="checkbox"/> Network to secure additional resources</i>
Communication	
3A	<i><input type="checkbox"/> Show communication methods; <input type="checkbox"/> Show how communication supports teaching and learning; <input type="checkbox"/> Involve stakeholders in evaluation and improving communication</i>
4A	<i><input type="checkbox"/> Show methods of communication with staff and parents; <input type="checkbox"/> Show use of data in communications; <input type="checkbox"/> Show how the rationale of data is explained in communications</i>
Community/Student Outreach	
4A	Extended School Programs (Principal pantry, Music Programs, After-School Tutoring, etc.) <i><input type="checkbox"/> List extended school programs and the services provided; <input type="checkbox"/> List of extended school programs is varied; <input type="checkbox"/> Show efforts to increase extended school programs</i>
4B	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>
4C	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>
6B	Community Partnerships <i><input type="checkbox"/> Advocate for education; <input type="checkbox"/> Engage stakeholder groups in advocating for education</i>
6B	Legislative Session <i><input type="checkbox"/> Advocate for education; <input type="checkbox"/> Encourage stakeholder groups to advocate for education</i>
6B	Invitations to Board members to attend school events; Attendance at Board Meetings <i><input type="checkbox"/> Advocate for education; <input type="checkbox"/> Encourage stakeholders to advocate for education</i>
6C	Invitations to Board members to attend school events; Attendance at Board Meetings <i><input type="checkbox"/> Show evidence of positive educational relationships; <input type="checkbox"/> Help stakeholder groups network and build capacity</i>

Compliance/Mandates	
3B	ALS Compliance and Assurances <i>□Identify how staffing can meet diverse student needs □Involve staff in developing personnel to meet diverse student needs</i>
5A	Testing Preparation and Administration <i>□Share testing ethics; □Set expectations of ethical and confidential testing administration; □Monitor for ethical testing</i>
6A	JPAS Orientation, Crucial Concerns Introduction and Review, Fee Waivers <i>□Show compliance to mandates; □Use teaching techniques to discuss mandates with staff □Support staff in implementing and understanding mandates</i>
Evaluations (Classroom walkthroughs, JPAS Evaluations, Administrator Evaluations)	
2A	<i>□Provide feedback based on evaluations; □Show how feedback is used for improvement;</i>
2B	<i>□Complete evaluation requirements; □Show how evaluations and feedback are used to coach and mentor teachers for instructional improvement; □Monitor classrooms for application of strategies</i>
2B	Mentor Assignments <i>□Assign mentors to provisional teachers; □Create a plan to build the capacity of mentors</i>
5B	<i>□Show evidence of personal reflection; □Assist staff in understanding how self-reflection helps establish professional growth; □Assist other stakeholder groups in understanding how self-reflection helps establish professional growth</i>
5C	<i>□Assist stakeholder groups in understanding the importance of life-long learning □Identify your professional growth and development from the year; □Identify how your professional growth was applied in practice</i>
6A	<i>□Show compliance to mandates; □Use teaching techniques to discuss mandates with staff □Support staff in implementing and understanding mandates</i>
Faculty	
1B	<i>□Share vision, mission, and goals with staff; □Assign responsibilities tied to vision, mission, and goals; □Include staff in evaluating programs; □Facilitate collaboration among faculty regarding vision, mission, and goals</i>
3A	School Committees and Assignments <i>□Assign management responsibilities to staff; □Provide opportunities for stakeholders to improve school operations</i>
5B	Conflict Resolution/Mediation <i>□Show evidence of personal reflection when problem solving regarding student needs; □Assist staff in understanding how self-reflection helps when problem solving to meet student needs; □Assist other stakeholder groups in understanding how self-reflection helps when problem solving to meet student needs</i>
6B	<i>□Advocate for education; □Engage stakeholder groups in advocating for education</i>
Professional Development	
2A	Planning PD for staff – <i>□Keep record of professional development offered; □Use data to plan professional development; □Involve staff in professional development planning</i>
2B	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. <i>□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</i>
5C	Attendance at PD Opportunities (HR Courses, SIS Forums, etc.) <i>□Show own professional development “plan”; □Show application of professional development in practice; □Lead stakeholder groups in understanding a commitment to life-long learning</i>
6C	Principal Meeting – Five Principles of Collaboration <i>□Collect data with stakeholder groups; □Collect and Analyze data with stakeholder groups; □Use data with stakeholder groups to determine present and future needs</i>
6C	Principal Meeting – Five Principles of Collaboration <i>□Develop educational relationships; □Establish positive educational relationships; □Network and build capacity with stakeholder groups</i>

PLCs	
1C	<input type="checkbox"/> Use of data to plan and improve programs; <input type="checkbox"/> Have stakeholder groups collaborate to review data and improve programs; <input type="checkbox"/> Provide opportunities for stakeholder groups to evaluate goals and identify needs of students
2C	<input type="checkbox"/> Use technology to track and analyze data; <input type="checkbox"/> Train teachers to use technology with data
2C	PLCs with Peers <input type="checkbox"/> Collaborate with other administrators to improve the use of technology
4B	PLCs with Peers <input type="checkbox"/> Share the advantages of strengthening educational programs through diversity
4C	PLCs with Peers <input type="checkbox"/> Share strategies for developing community partnerships
School Climate Survey	
2A	<input type="checkbox"/> Involve stakeholder groups by using evaluations to provide feedback
School Community Council	
1B	<input type="checkbox"/> Share vision, mission, and goals; <input type="checkbox"/> Assign responsibilities tied to vision, mission, and goals; <input type="checkbox"/> Include stakeholders in evaluating programs; <input type="checkbox"/> Facilitate collaboration among stakeholders regarding vision, mission, and goals
4A	<input type="checkbox"/> Ensure parents are involved in their children's education; <input type="checkbox"/> Provide training regarding educational decision making
6B	<input type="checkbox"/> Advocate for education; <input type="checkbox"/> Engage stakeholder groups in advocating for education
6C	<input type="checkbox"/> Collect data with stakeholder groups; <input type="checkbox"/> Collect and Analyze data with stakeholder groups; <input type="checkbox"/> Use data with stakeholder groups to determine present and future needs
6C	<input type="checkbox"/> Develop educational relationships; <input type="checkbox"/> Establish positive educational relationships; <input type="checkbox"/> Network and build capacity with stakeholder groups
School Improvement Planning	
1A	<input type="checkbox"/> Use data to create vision, mission, and goals; <input type="checkbox"/> Involve stakeholders in providing input to vision, mission, and goals; <input type="checkbox"/> Align vision, mission, and goals to data, input, and/or MTSS model (District priority); <input type="checkbox"/> Involve stakeholders in the process of aligning vision, mission, and goals to data, input, and/or MTSS Model
1B	<input type="checkbox"/> Share vision, mission, and goals with stakeholders; <input type="checkbox"/> Assign responsibilities tied to vision, mission, and goals; <input type="checkbox"/> Include stakeholders in evaluating programs; <input type="checkbox"/> Facilitate collaboration among stakeholders regarding vision, mission, and goals
1C	<input type="checkbox"/> Use data to plan and improve programs; <input type="checkbox"/> Have stakeholder groups collaborate to review data and improve programs; <input type="checkbox"/> Provide opportunities for stakeholder groups to evaluate goals and identify patterns of student needs
School Programs*	
4B	Special programs focused on respect, diversity, culture, etc. <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
5A	Special programs focused on respect, diversity, culture, etc. <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
School Safety	
3A	State Risk Self-Inspection Survey <input type="checkbox"/> Complete Survey as required; <input type="checkbox"/> Assign responsibilities as necessary; <input type="checkbox"/> Provide opportunities for stakeholder groups to be involved in evaluating and improving school safety operations
3A	School Safety Procedures <input type="checkbox"/> Ensure that safety procedures are in place; <input type="checkbox"/> Assign safety management responsibilities to staff; <input type="checkbox"/> Provide opportunities for stakeholders to improve school safety
3C	School Safety Procedures <input type="checkbox"/> Ensure that safety procedures are in place; <input type="checkbox"/> Ensure that stakeholder input is used for safety procedures; <input type="checkbox"/> Involve stakeholder groups in school safety planning
4C	Safe Walking Plans (SNAP Plans) <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

Staffing	
2A	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>
3B	FTE Audits <input type="checkbox"/> <i>Share considerations in hiring;</i> <input type="checkbox"/> <i>Discuss how staffing is used to address diverse student needs;</i> <input type="checkbox"/> <i>Show stakeholder involvement in retaining and developing personnel to meet student needs</i>
Student Plans	
1C	Student Behavior Plans <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>
3C	Student Behavior Plans <input type="checkbox"/> <i>Show stakeholder group involvement in implementing and monitoring guidelines for student behavior</i>
4A	Student Meetings (IEP, 504, Behavior, etc.) <input type="checkbox"/> <i>Ensure parents are involved in their children's education;</i> <input type="checkbox"/> <i>Provide training regarding educational decision making</i>
4B	Student Meetings (IEP, 504, Behavior, etc.) <input type="checkbox"/> <i>Show strategies for accommodating diversity;</i> <input type="checkbox"/> <i>Show how diversity strengthens educational programs;</i> <input type="checkbox"/> <i>Share the advantages of strengthening educational programs through diversity</i>
5A	Student Confidentiality <input type="checkbox"/> <i>Demonstrate professional ethics;</i> <input type="checkbox"/> <i>Share confidentiality procedures with staff;</i> <input type="checkbox"/> <i>Monitor confidentiality matters</i>
Student Learning Objectives (SLO)	
1C	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>
2C	<input type="checkbox"/> <i>Use technology to track and analyze data;</i> <input type="checkbox"/> <i>Train teachers to use technology to track and analyze data;</i> <input type="checkbox"/> <i>Collaborate with other administrators to improve the use of technology</i>
6A	<input type="checkbox"/> <i>Show compliance to mandates;</i> <input type="checkbox"/> <i>Use teaching techniques to discuss mandates with staff</i> <input type="checkbox"/> <i>Support staff in implementing and understanding mandates</i>
Trust Land Plans	
1A	<input type="checkbox"/> <i>Use data to create vision, mission, and goals;</i> <input type="checkbox"/> <i>Involve stakeholders in providing input to vision, mission, and goals;</i> <input type="checkbox"/> <i>Align vision, mission, and goals to data, input, and/or MTSS model (District priority);</i> <input type="checkbox"/> <i>Involve stakeholders in the process of aligning vision, mission, and goals to data, input, and/or MTSS Model</i>
1B	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>
1C	Trust Lands Spring Progress Report <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>
6B	<input type="checkbox"/> <i>Advocate for education by sending letters;</i> <input type="checkbox"/> <i>Engage stakeholders in advocating for education by encouraging others to send letters</i>