Macomb Intermediate School District
44001 Garfield Road • Clinton Township, MI • 48038-1100 • 586/228-3300

CENTRAL OFFICE ADMINISTRATOR EVALUATION

Position: Administrator:

Date: Evaluator:

Domain 1	**Strategic Leadership**
a.	Embodies the mission of the ISD (Service-Support-Leadership)
b.	Designs and implements efforts around the District School Improvement Plan
c.	Supports activities focusing on learning and teaching that impact student achievement.
d.	Establishes positive relationship with appropriate and diverse constituents

Domain 2	**Structural Foundations**
a.	Implements appropriate district policies, state and federal regulations, laws and guidelines
b.	Develops appropriate procedures, standards and expectations for staff
c.	Provides support and resources for staff (training, professional development opportunities, mentors, etc.)
d.	Displays effective decision making skills, resolves conflicts and utilizes resources

Domain 3	**Managerial Leadership and Innovation**
a.	Develops and implements appropriate fiscal procedures
b.	Manages the complexity of human interaction effectively and efficiently
c.	Develops and uses shared vision, values and goals to define department
d.	Evaluates staff in a timely, fair and equitable manner
e.	Creates an environment that fosters innovation impacting the organization

Domain 4	**Organization and Communication**
a.	Understands school governance and organization
b.	Demonstrates and communicates a vision for high standards
c.	Understands and models a positive collaborative environment
d.	Develops, organizes, coordinates and supervises staff assigned
e.	Demonstrates the ability to communicate effectively with staff and community

Domain 5	**Professional Knowledge**
a.	Effectively and timely completes projects and tasks
b.	Demonstrates ability to promote a positive and supportive work environment
c.	Utilizes available technology to meet administration objectives
d.	Demonstrates personal professional growth

Overall Rating	Ineffective	Effective	Highly Effective
	☐	☐	☐

Central Office Evaluation
2014

6. **Accomplishments**

7. **Annual Professional Goal/s (District Improvement/Student Achievement). Administrator shall list two to three goals.**

8. **Organization Three Year Goal/s (District Improvement/Student Achievement). Administrator shall list two to three goals.**

Evaluation Comments

COMMENTS

Signature of Administrator   **Date**

Evaluator   **Date**

Title of Evaluator

Central Office Administrators Evaluation
RUBRIC
DOMAIN 1: STRATEGIC LEADERSHIP

Strand	Ineffective	Minimally Effective	Effective	Highly Effective
1a. Embodies the mission of the ISD (Service-Support-Leadership).	Does not demonstrate a passion about their work and a belief that their work impacts the mission of the district	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Generally demonstrates a passion about their work and the connection to the mission of the district.	Consistently demonstrates a passion that their work has a direct connection to the mission of the district.
1b. Designs and implements efforts around the District Improvement Plan.	Does not consistently demonstrate efforts toward successful implementation of the district plan.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time	Generally contributes toward efforts toward successful implementation of the district plan.	Consistently contributes toward successful implementation of the district plan.
1c. Supports activities focusing on learning and teaching that impact student achievement/growth consistent with service area.	Little evidence of the priorities and strategies that drive the work of the district are sustainable.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time	Ensures that the priorities and strategies that drive the work of the district are sustainable.	Works with leaders to link district priorities and strategies to significantly impact student achievement/growth.
1d. Establishes positive relationship with appropriate and diverse constituents.	Few partnerships exist with business or local universities or educational agencies to strengthen programs.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time	Some collaboration between community agencies, businesses, and local universities, educational agencies and local districts is evident.	Extensive collaboration is evident. (Educational community agencies, businesses, local universities, educational agencies, and local districts resulting in strengthened programs or services.)

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Central Office Administrators Evaluation
RUBRIC
DOMAIN 2: STRUCTURAL FOUNDATIONS

	Strand	Ineffective	Minimally Effective	Effective	Highly Effective
2a.	Demonstrates knowledge of subject matter within the service area.	Displays little knowledge of subject matter within the service area.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Displays knowledge of subject matter within service area.	Extensive knowledge of subject matter within service area.
2b.	Implements appropriate district policies, state and federal regulations, laws and guidelines.	There is no obvious knowledge or implementation of laws, regulations and polices.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Demonstrates and implements knowledge of laws, regulations and policies.	Extensive knowledge and implementation of laws, regulations and policies.
2c.	Develops appropriate procedures, standards and expectations for staff.	Professional standards of behavior are not communicated to staff. Lacks consistency in application of rules and procedure.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time	There are professional standards of behavior that are evident and to which most staff adhere. The professional culture is fairly positive and includes some collaboration.	Demonstrates a high degree of professionalism with a commitment to excellence and learning. Basis for decision-making is clear and utilizes a collaborative process.
2d.	Displays effective decision making skills, resolves conflicts and utilizes resources.	Issues are unresolved or resolved in an ineffective manner. Little communication exists with stakeholders when problems surface or are resolved. Strategies utilized are ineffective.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time	Resolves issues with tact and sensitivity in a timely manner. Utilizes a variety of strategies to resolve issues.	Views issues as opportunities to critically examine current practice, to take risks, to grow intellectually. Utilizes a repertoire of strategies, draws on stakeholders' knowledge, and seeks ways to communicate to others the potential consequences of their actions.

Central Office Administrators Evaluation
RUBRIC
DOMAIN 3: MANAGERIAL LEADERSHIP AND INNOVATION

	Strand	Ineffective	Minimally Effective	Effective	Highly Effective
3a.	Develops and implements appropriate fiscal procedures.	Demonstrates little knowledge or understanding of budgeting process and fiscal management.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Has an understanding of budgeting process and fiscal management. Periodically reviews budget.	Regularly monitors accounts to assure fiscal management. Seeks input from other departments, renews revenue and expenditures for future planning.
3b.	Manages the complexity of human interaction effectively and efficiently.	Staff do not commit fully to teamwork. The team process is dysfunctional and yields no results.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Staff participates in teams/committees yielding some quality decisions and product.	Extensive opportunities for working together are created across all curricular and service areas.
3c.	Provides support and resources for staff/ constituents (training, professional development opportunities, mentors, etc.)	There is very little evidence of assistance, resources, information, professional development for staff/constituents appropriate to their service area.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time	Provides assistance, resources, information, professional development for staff/constituents appropriate to their service area.	Consistently provides assistance, resources, information, professional development for staff/constituents appropriate to their service area.
3d.	Evaluates staff in a timely, fair and equitable manner consistent with service area.	Staff evaluations are not conducted in accordance with established procedures and timelines. Summary statements are vague, arbitrary and not based on evidence.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Staff evaluations are conducted in accordance with established procedures and timelines. Professional development is linked to evaluation.	Staff evaluations are conducted in accordance with established procedures and timelines. Summary statements are based on multiple measures and analysis of data to promote consistent professional growth in staff.
3e.	Creates an environment that fosters innovation impacting the organization.	No attempt is made to collaborate with other departments/buildings or agencies for service.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Provides some opportunities to be involved in decisions, encouragement is evident and with leaders emerging.	Structures/processes are in place that encourage opportunities to collaborate/participate at all levels of the building and/or program

Central Office Administrators Evaluation
RUBRIC
DOMAIN 4: ORGANIZATION AND COMMUNICATION

Strand	Ineffective	Minimally Effective	Effective	Highly Effective
4a. Understands school governance and organization	Lacks awareness of internal and external factor that influence workplace. Lacks consistency.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	A basic understanding of internal/external factors is evident. Consistently adheres to policies and positively impacts district operations.	High degree of internal and external factors are evident. Manages responsibilities with tack and diplomacy.
4b. Demonstrates and communicates a vision for high standards	Does not consistently demonstrate a commitment to high standards. A belief in the educability of all and believe in continuous improvement of the organization.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Generally demonstrates a commitment to high standards. A belief in the educability of all and believe in continuous improvement of the organization.	Consistently demonstrates a commitment to high standards. A belief in the educability of all and believe in continuous improvement of the organization.
4c. Understands and models a positive collaborative environment.	Decisions are made with minimal input from stakeholders. Views department/building functions as units independent of one another.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Generally utilizes collaborative models. Weighs ideas based on merit. Promotes teamwork at various levels.	Models effective decision-making practice, exemplifies collaborative behaviors with input sought from stakeholders.
4e. Communicates effectively with staff/constituents and the community.	Communication is rudimentary and sometimes unclear. (e.g., families, other educators, community partners are nonexistent or minimal.)	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Meaning is communicated clearly. Speech and articulation are correct and clear. (e.g., families, other educators, community partners are successful.	Highly successful and is consistent in communicating across all stakeholders.

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Central Office Administrators Evaluation
RUBRIC
DOMAIN 5: PROFESSIONAL KNOWLEDGE

Strand		Ineffective	Minimally Effective	Effective	Highly Effective
5a.	Effectively and timely completes projects and tasks	Rarely demonstrates efforts to fulfill department required responsibilities	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Generally demonstrates efforts to fulfill department required responsibilities.	Consistently demonstrates efforts to fulfill department required responsibilities.
5b.	Demonstrates ability to promote a positive and supportive work environment	Lack of collaboration in the work environment.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Develops a collaborative culture where staff feels supported in their roles and responsibilities.	Empowers staff to lead and assume leadership role and responsibilities.
5c.	Utilizes available technology to meet administration objectives	Rarely utilizes the computer and other technologies for meeting the job responsibilities	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Participates in and contributes to electronic communications as appropriate to stimulate and support the work of the district.	Engages technologies to enhance productively and leadership.
5d.	Demonstrates personal professional growth.	Does not promote personal or professional development.	Standard is not met on a consistently effective basis and some improvement is needed, but a professional improvement plan is not required at this time.	Personal and professional development is appropriate.	Promotes self-improvement, utilizes data and seeks input to determine content and design of professional development.