

**A MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE UPPER ADAMS SCHOOL DISTRICT  
AND THE  
UPPER ADAMS SCHOOL DISTRICT  
TEAM OF PROFESSIONAL ADMINISTRATORS  
UNDER ACT 93 OF 1984**

**EFFECTIVE JULY 1, 2015 THROUGH JUNE 30, 2019**

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**ADMINISTRATIVE TEAM  
COMPENSATION PLAN**

The Upper Adams School District does not discriminate or deny services on the basis of sex, race, color, creed, national origin, age or handicap in its education programs or activities, nor in its employment practices.

Board Approved - **June 23, 2015**

TERMS OF AGREEMENT

The administrators of the Upper Adams School District entered into an agreement with the Upper Adams Board of Education effective July 1, 2015 and shall continue in full force and effective until June 30, 2019. Any such extended date shall be evidenced by an amendment to this agreement, to which amendment both parties shall signify their approval by affixing their signatures thereto.

This Agreement shall be effective July 1, 2015. This Agreement wholly supercedes and replaces an existing written agreement between the Administrators and the Board of Education, which had a term of July 1, 2011 to June 30, 2015.

This Agreement shall inure to the benefit of, and be binding upon, the parties hereto, and their respective heirs, representatives, successors and assigns. This Agreement represents the entire understanding between the parties on the issue addressed, and all prior or contemporaneous agreements or understandings are superceded or incorporated herein. No modifications or amendment to this agreement shall be effective unless it is in writing, legally approved and authorized, and signed by the respective parties.

The determination and administration of school policy, the operation of the schools, and the direction of the employees are vested exclusively in the school board. The superintendent is directly responsible to the Board of School Directors for the implementation of school policy, the operation of the schools and the direction of the employees.

In witness thereof, the Administrative Team Representatives have individually signed this agreement and the Board has caused this agreement to be signed by its President and Vice-President, and its corporate seal placed thereon, all on the day and year first above written.

**UPPER ADAMS SCHOOL DISTRICT ADMINISTRATION:**

\_\_\_\_\_  
David Zinn, Administrative Team Representative

\_\_\_\_\_  
Joseph Albin, Administrative Team Representative

**UPPER ADAMS SCHOOL DISTRICT BOARD OF DIRECTORS**

\_\_\_\_\_  
Elaine Jones, President

\_\_\_\_\_  
John Regentin, Vice-President

## ARTICLE I - PHILOSOPHY

The Board and the Administration firmly believe that the primary function of the Board and its Administrative Team is to assure each student attending the Upper Adams Schools receive the highest level of educational opportunities obtainable. The Board recognizes that Administration is a profession. The Board and the Administration believe that the objectives of the education program are realized to the highest degree when mutual understandings, cooperation, and effective communications exist between the Board and its Administrative Team.

## ARTICLE II - DEFINITION

For the purposes of this agreement, administrative personnel shall include individuals designated by the Upper Adams School District's Board of Directors to serve in administrative positions, excluding commissioned officers.

## ARTICLE III - RIGHTS OF ADMINISTRATIVE TEAM

The Board hereby agrees that the Administrative Team shall have the right to form a local organization for the purpose of representing them in describing and defining their professional relationships in the District. The Board further agrees that it will not discriminate against any team member with respect to activities in an administrative team organization.

## ARTICLE IV – EVALUATION AND COMPENSATION PLAN

### A. Professional Administrators:

Salaries and related compensation for Professional Administrators have been determined following "meet and discuss."

Supervisory guidance cannot operate to bring about a maximum of growth if sufficient data are not generated regarding administrative performance. Evaluation of the effectiveness of job performance is a basic function of those in supervisory and administrative roles. If good employees are to be selected and recognized, a sound process must be established for determining quality performance. A good performance evaluation system should be kept as simple as possible, and the appraisal system should be conducted in a positive climate. An evaluation system should consider the following three components: 1) Administrative performance evaluation 2) job evaluation that describes administrative responsibilities and produces administrative job categories; and 3) a method to establish an annual administrative compensation plan.

Each administrator in the Upper Adams School District shall be evaluated annually by the immediate supervisor and/or the superintendent. This evaluation will result in a numerical score and rating for each administrator, which will then be used to determine the administrator's annual salary.

### B. Administrative Performance Evaluation

- 2a. **Individual Professional Development Plan (IPDP):** Each administrator will develop an Individual Professional Development Plan annually for the purpose of determining his/her professional goals for the year. The goals will be presented to the immediate supervisor and the superintendent for discussion and approval at an IPDP conference during the

month of February using one of the formats presented in Appendix A. Goals will be set in two categories: Performance Standards and District Objectives for non-educational administrators. Educational administrators will develop Domain Goals (I. Strategic/Cultural Leadership, II. Systems Leadership, III. Leadership for Learning, IV. Professional and Community Leadership) based on the needs of the administrator. It is recommended that at least four (4) and no more than six (6) goals be developed annually.

- a. *Performance Standards (non-educational administrator)*: Goals developed in this category will be related to the administrator's on-going job description. For building administrators, one or more goals will be set in each of the following areas: Instructional Leadership, Administrative Leadership, and School Climate. Additional goals may be developed not related to these three areas.
- b. *District Objectives (non-educational administrator)*: Goals developed in this area will be related to short-term special projects assigned to each administrator by the immediate supervisor and superintendent.
- c. *Domain Goals (educational administrator)*: Goals developed in this area will be related to the four areas of the Danielson Model: I. Strategic/Cultural Leadership, II. Systems Leadership, III. Leadership for Learning, IV. Professional and Community Leadership

Each administrator will present a mid-year IPDP progress report to their immediate supervisor and the superintendent at an administrative conference during the month of July. Revisions to the plan may be made at that time. A final IPDP report will be due to their immediate supervisor and the superintendent in December.

- 2a. **Evaluation of (non-educational) Administrator** – Job Standards: The immediate supervisor and the superintendent will rate each administrator annually in three competency areas using the appropriate form (Appendix B). The descriptors or indicators shall be unique to each administrative position and used as guidelines in defining administrative expectations.
- 2b. **Evaluation of (educational) Administrator** – Job Standards: The immediate supervisor and the superintendent will rate each administrator annually in three competency areas using the appropriate form (Appendix B). The descriptors or indicators shall be unique to each administrative position and used as guidelines in defining administrative expectations. In addition, the Framework for Leadership (Appendix D) descriptors or indicators shall be marked individually for each component area according to the following categories: Distinguished, Proficient, Needs Improvement and/or Failing areas.
- 3a. **Evaluation Conference for (non-educational) Administrator** - In December, each administrator will submit a written summary of IPDP activities at a conference with the immediate supervisor and the superintendent. The information presented at this conference will be evaluated and result in a numerical score for both the Performance Standards and the District Objectives. A third score will be calculated from the ratings given to an administrator on the Evaluation of Administrator – Job Standards. These three scores will be averaged to determine a calculated score which will result in the administrator receiving one of five possible ratings:

<u>Calculated Score</u>	<u>Rating</u>
2.75-3.00	Exceeds Expectations
2.25-2.74	Above Expectations
1.75-2.24	Meets Expectations
1.25-1.74	Needs Improvement
1.00-1.24	Does Not Meet Expectations

- 3b. **Evaluation Conference for (educational) Administrator** - In December, each administrator will submit a written summary of IPDP activities at a conference with the immediate supervisor and the superintendent. The information presented at this conference will be evaluated and result in a numerical score for both the Domain Goals and the Framework for Leadership and Supporting Evidence. A third score will be calculated from the ratings given to an administrator on the Evaluation of Administrator – Job Standards. These three scores will be averaged to determine a calculated score which will result in the administrator receiving one of five possible ratings:

<u>Calculated Score</u>	<u>Rating</u>
2.75-3.00	Exceeds Expectations
2.25-2.74	Above Expectations
1.75-2.24	Meets Expectations
1.25-1.74	Needs Improvement
1.00-1.24	Does Not Meet Expectations

4. **Performance Evaluation** - The immediate supervisor and superintendent will schedule a meeting with each administrator during the month of January to review the administrator's performance evaluation. At this meeting, the immediate supervisor and the superintendent will present the Evaluation of Administrator – Job Standards document (Appendix B) and the Summary Evaluations Document (Appendix C).

#### C. Administrative Compensation Plan

1. **Salary Ranges:** Data from the LIU's Administrators/Act 93 Salary Survey Report will be used annually to establish an average salary for each administrative position. A salary range for each administrative position will be established based on this average. The minimum salary for a given position will be \$10,000 less than the average salary, and the maximum salary will be \$10,000 greater than the average salary. Representatives of the administration, superintendent and board will meet each year to review data from the LIU's Administrators/Act 93 Salary Survey Report.
2. **Salary Formula:** The basic formula for determining an administrator's salary shall be:  

$$\text{Current Salary} + \text{Increase} = \text{New Salary}$$
3. **Salary Increases:** Each administrator will be able to earn a salary increase annually based on his/her Administrative Performance Evaluation. Such increase will be calculated using a formula related to the rating achieved by the administrator as determined by his/her calculated score.

- a. Salary Increase Formulas:

<u>Calculated Score</u>	<u>Rating</u>	<u>Increase</u>
2.75-3.00	Exceeds Expectations	\$3,000 + COLA
2.25-2.74	Above Expectations	\$2,000 + COLA
1.75-2.24	Meets Expectations	\$1,000 + COLA
1.25-1.74	Needs Improvement	COLA
1.00-1.24	Does Not Meet Expectations	0

- b. The cost of living adjustment (COLA) calculated by the Bureau of Labor Statistics for the most recent calendar year will serve as the basis for the COLA to be used in this agreement, provided the COLA increase in any given year is not less than 1% or greater than 3.5%. If the COLA is less than 1% or greater than 3.5%, a representative of the Act 93 team, a board member and the superintendent will meet to determine a percentage to be used in place of the COLA.
- c. If an administrator's calculated score and subsequent salary increase result in a salary that is outside of the range established for his or her position, a team consisting of the administrator, one other Act 93 member chosen by said administrator, the superintendent, and one board member will meet to review the factors that have contributed to the situation and agree upon a new salary for said administrator. This provision will not be applicable if the administrator's score is less than 1.75 (Needs Improvement or Does Not Meet Expectations).
- d. An administrator will earn a salary no less than that of the previous year unless duties have changed.

4. **Method of Payment:** Administrators shall be paid in 26 equal installments annually. These pay dates shall be concurrent with the teachers' pay dates. Pay increases granted administrators in this agreement shall be effective July 1 and shall be reflected in the first paycheck in July.

## **ARTICLE V - FRINGE BENEFITS**

The Professional Administrative Team shall receive all benefits, consistent with the provisions of this Memorandum of Understanding as contained in the collective bargaining agreement between the Board of Education and the Teachers' Association.

### A. Leaves of Absence

1. **Sabbatical Leave** - The following conditions shall prevail for the granting of sabbatical leaves and leaves of absence for professional development.
  - a. The applicant must have been employed as a professional employee ten (10) years in the Commonwealth, with at least five consecutive years in the Upper Adams School District. Subsequent sabbatical leaves thereafter may be granted at seven (7) year intervals.
  - b. Leave of absence may be for one year, one semester, or two

semesters during two school years. Said leaves shall coincide with regular semesters except when not possible for health reasons or when otherwise approved by the employer.

c. A professional administrator who has been granted a leave of absence shall receive one-half of his/her regular salary, less contribution to the Retirement Fund and such other deductions as are authorized.

d. A written application shall be received by the Superintendent at least ninety (90) days before its desired effective date, except when not possible for health reasons or other unusual circumstances justifiably do not allow an administrator to give such notice, and shall contain the following:

- (1) Specific request for the leave, stating the period for which it is desired.
- (2) The purpose for which it is desired and how the leave will be used.
- (3) Assurance that the administrator will return to the employ of the School District for at least one (1) year after the termination of leave.
- (4) Authority to continue deductions for the Retirement Fund and other purposes if desired or otherwise required by law.

e. Administrative employees desiring to resume their duties following the termination of a sabbatical leave granted for reasons of health may be required to pass a medical examination satisfactory to the School District.

f. A leave of absence may be granted to administer in a foreign country when the Superintendent and Board of Directors agree that such experience would prove beneficial to the School District when the administrator resumes duties.

2. **Maternity/Paternity Leaves of Absence.** Maternity/Paternity Leaves shall be provided in accordance with Basic Education Circular 17-87, policies of the District, including those implementing the provisions of the Family and Medical Leave Act, and any applicable changes in the law as they may occur.

3. **Sick Leaves of Absence.**

a. All full-time professional administrative employees shall be granted fourteen (14) days sick leave per year for personal illness, cumulative indefinitely. Entire accumulated entitlement may be used in any one school year. Sick leave for administrators working under twelve months per year, will be prorated based on the fractional part of the year worked.

b. Administrative employees may use sick leave days for immediate family illness. Family illness use must be identified on the absence form. Sick days used for family illness will be deducted from the administrator's sick leave days in the same manner as those used for

illness.

- c. Sick leave from another school district is transferable to this District, up to a maximum of thirty-five (35) days. Additional sick days may be transferred at the discretion of the board.
- d. After 5 years in the Upper Adams School District, upon death the administrator's estate shall be paid \$30.00 per each unused sick day accumulative in the District up to \$6,750.
- e. Sick leave may further be granted in accordance with policies of the District implementing provisions of the Family and Medical Leave Act.
- f. Administrators covered by Act 93 must notify the Board in writing of their intent to retire nine (9) months prior to their date of retirement to be eligible for the payment for unused sick leave. Exceptions may be granted to the nine (9) month notification based on health reasons or other unusual circumstances if approved by the Superintendent. Upon retirement administrators with 5 or more years of service in the Upper Adams School District may convert no more than 225 days of their unused sick leave in one of two ways:

Option 1: Receive, in one lump sum, \$30.00 for each unused day of accumulated sick leave, not to exceed \$6,750.

Option 2: Increase the percentage of benefit costs paid, as described in Article V, Section C, Number 5 of this agreement, by one (1) percent for every 10 days of accumulated sick leave not to exceed 225 days.

Administrators will not receive payment for days accrued in the Sick Leave Reserve (see Article V, Section F, Item 2)

#### **4. Bereavement**

Bereavement leave will be granted to all administrative personnel as follows:

- a. One (1) day for the death of a near-relative (first cousin, aunt, uncle, niece, nephew). If the funeral is on a weekend, the one (1) day may be used on the previous Friday or the following Monday.
- b. Three (3) days for the death of a member of the immediate family/step-family (sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, grandmother, grandfather, daughter-in-law, son-in-law, grandchild any person with whom the employee makes his/her home or any relative who resides in the same household). The three (3) days must be consecutive.



- c. Five (5) days for the death of a daughter, son, mother, father, or spouse. The five (5) days must be consecutive.

This applies to all administrative personnel positions and relationship of the deceased to the employee must be circled on the Request for Absence form. Where one day is granted, it is implied that it must coincide with the funeral date. The bereavement days must be taken relative to the death/burial of the family member.

5. **Personal Leave:**

Each permanent full-time administrator shall be given three (3) personal days per year, without loss of pay accumulative to five (5) with reason, upon the request with reason and approval of the Superintendent. Personal leave for administrators working under twelve months per year will be prorated based on the fractional part of the year worked. Upon retirement or resignation up to five (5) unused personal days will be paid at the per diem rate.

6. **Jury Duty Leave:**

Any administrative employee required to serve on Jury Duty, or who is required to testify as a witness for a court case, shall reimburse the School District the money paid to them for Jury Duty less mileage expense for each day served.

The parties hereto agree that in the event said employee testifies against the employer on any matter, that the provisions of this section shall only apply if the courts determine that the employer was in error.

B. **Longevity Incentive**

1. To the extent permitted by law, applicable governmental regulations and agencies, full-time administrators in active service who have been employed in the Upper Adams School District for at least five (5) years, who shall become eligible for retirement as defined in the Public School Employees Retirement Code, and who shall notify the Board in writing of their intent to retire nine (9) months prior to the date of retirement, shall, subject to the conditions hereafter set forth, upon termination of their employment by retirement, receive payment based upon the formula described below in section B upon the 30th day of June at the end of the employee's final academic year. The 5-10 year category payment will be paid as one lump sum by September 1 of the same year. The Board retains the option to pay out the 10 to 15 year and 15 or more year categories as one lump sum or in installments over a three year period.
2. Formula= (Salary at retirement) X (Multiplier) X Number of years as administrator in UASD.
3. Multiplier- the following multipliers will be used in the formula.

5 to fewer than 10 years of service as an administrator in UASD .0035.

10 to fewer than 15 years of service as an administrator in UASD .0050.

15 or more years of service as an administrator in UASD .0075.

4. Upon the giving of written notice of intention to retire and the acceptance thereof by the Board, retirement shall be mandatory.
5. Entitlement to the retirement incentive shall be subject to the following conditions:
  - a. The administrator shall retire both from employment by the Board and from all teaching or employment in the public schools of Pennsylvania which gives the administrator the right to elect membership in the Public School Employees Retirement System or from any other employment having a retirement program which is part of or affiliated with the Public School Employees Retirement System of the Commonwealth of Pennsylvania or any successor thereof. The only exception to the foregoing is employment by a college or university or the Pennsylvania State Department of Education.
  - b. The administrator shall not be eligible for or subject to disability retirement of any kind.

Administrators, who retire and do not qualify for the District payment, may continue to purchase medical insurance coverage, including dental insurance, through the District at their own expense. Procedures for implementation and administration of this program will be at the discretion of the employer.

### C. Medical Benefits

#### 1. **Major Medical/Hospitalization Insurance and Dental Insurance:**

The Board will provide hospitalization, major medical and dental insurance for each member of the Administrative Team and his/her dependents. Any options for insurance coverage made available through the collective bargaining agreement will be made available to the members of the Administrative Team under the same terms and conditions set forth in that agreement. For the life of this agreement, the administrator shall pay 18% of the plan cost for the HSA Plan and 23% of the plan costs for the PPO Plan.

The District will only provide health care coverage to an eligible administrator's spouse if the spouse is unemployed or is employed by a business and can furnish written proof that he/she is not offered health care coverage by his/her employer. The administrator and his/her spouse must certify that coverage is not available and must also authorize the District to verify the coverage status of the spouse.

#### 2. **Physical Examination:**

The Board may require each administrator to have a physical examination performed by a designated physician. The Board will pay for a required physical examination not covered by insurance, but approved in advance by the Superintendent. At the discretion of the administrator, the results shall be made available to the Board.

3. **Vision Insurance:**

The Board will provide vision insurance coverage for each member of the Administrative Team and his/her dependents. The coverage terms and conditions shall be identical to those described in the collective bargaining agreement between the Upper Adams School District and the Upper Adams Education Association.

4. The Board will not implement any type of self-insured medical insurance program or any insurance program not licensed by the Pennsylvania Insurance Commission during the term of this Agreement.
5. A full-time administrator who retires and qualifies as an annuitant of the Pennsylvania School Employees Retirement System and is at least 50 years of age will be able to continue medical, dental and vision insurance until Medicare eligible. The District will pay a percentage of the cost of such insurance for such employees who complete, at least, their final five (5) years in Upper Adams School District. The total percentage of payment will be based on the number of years of service to the District, as indicated on the chart below, plus any additional percentage earned through conversion of accumulated sick leave as described in Article V, Section A, Number 3, Paragraph f:

<u>Years of Service to Upper Adams School District</u>	<u>Percentage of Benefit Costs Paid by the District</u>
5 to fewer than 10	35%
10 to less than 15	40%
15 to less than 20	45%
20 to less than 25	50%
25 to less than 30	55%
30 to less than 35	60%
35 or more	65%

Administrators, who retire and do not qualify for the District payment, may continue to purchase medical insurance coverage, including dental insurance, through the District at their own expense. Procedures for implementation and administration of this program will be at the discretion of the employer.

6. Administrative employees who are part-time at the time of retirement and who received partially paid insurance benefits while actively employed will receive, at retirement, a pro-rated payment of insurance benefits based on the percentage of benefits received in their last year of employment times the percentage of those benefits paid for retirees by the District.

If an administrator dies, either while in service or following retirement, his/her spouse will remain eligible for the retiree's share of medical insurance payments as if the retiree were still living, until the retiree would have become Medicare eligible provided the employee had already met the qualifications for the retirees' insurance benefit as outlined in paragraph C.5. above.

D. Life Insurance

1. Group Term Life Insurance - The Board will pay for term life insurance in the amount of three (3) times the administrator's annual salary.
2. PSBA Insurance – The Board will pay for travel accident insurance as provided by Pennsylvania School Boards Association.

E. Disability Insurance

The Board will provide Long-Term Disability Insurance as provided in the revised Agreement dated November 1, 1993, with insurance written through the Pennsylvania School Boards Association.

F. Vacation/Holiday/Sick Leave Reserve

1. **Vacation:**

Each twelve-month administrator shall be entitled to twenty (20) paid vacation days per year as of July 1 of each year, which shall be cumulative to no more than forty (40) days. Vacation days will accrue to the administrator on July 1 of each year. Upon employment in the Upper Adams School District, an administrator will accumulate vacation leave at a rate of 1.5 days per month until the start of the next school year, July 1. Unused vacation days may be carried into a new school year, but no more than forty (40) vacation days may be carried forward after December 31 of any given year. Any days in excess of forty (40) will be assigned to the administrator's sick leave reserve. All vacation requests are subject to the approval of the superintendent. Vacation leave for administrators working under twelve (12) months per year, will be prorated based upon the fractional part of the year worked.

Up to forty (40) unused vacation days will be paid at the per diem rate upon retirement or resignation. Vacation days will be prorated for any administrator who works a partial year in his/her final year of employment.

2. **Sick Leave Reserve**

As of December 31 any vacation days carried over in excess of forty (40), will transfer to a sick leave reserve category.

An administrator can use the days accumulated in the sick leave reserve category after exhausting all accumulated sick days. Upon retirement the days accumulated in sick leave reserve will not be eligible conversion to payment under Article V, Section A, number 3 Sick Leaves of Absence, paragraph d or paragraph f.

3. **Holiday:**

Any time schools are closed for holiday periods set by the Board, the administrators need not attend except for school activities which are scheduled during such periods and they are subject to "on call" as needed. During any holiday period, the administrators shall be subject to "a call for meeting" by the Superintendent, if such a meeting is deemed a necessity by the Superintendent.

4. **Other:**

Administrators are not required to report to work on inclement weather days and those days will not be charged as a sick day nor a vacation day.

G. Professional Improvements

1. **Graduate Credit Reimbursement:**

- a. The professional administrator desiring to register for any course that will be requesting reimbursement shall have prior approval by the Superintendent.
- b. Credits paid for must be acquired while employed in the Upper Adams School District.
- c. Credit payment will not become an integral part of the professional administrator's salary.
- d. Application for Reimbursement.

Application for reimbursement of courses taken during the first semester (September - January) of the school term must be made in writing, as per district reimbursement forms, to the District Administration Office. Payment will be made at the February Board meeting provided verification of course completion is received in the District Office by February 1 and the courses requested for reimbursement have been passed with a "C" grade or above. In the case of a pass/no pass course, a pass shall be at a rate equal to the actual per credit cost, not to exceed the average tuition rate charged by McDaniel College, Shippensburg University and Penn State University for each school year during the term of this agreement. Any application for reimbursement received by the District Administration Office after April 1 will not be eligible for reimbursement.

Application for reimbursement of courses taken during the second semester (January - May) must be made in writing, as per district reimbursement forms, to the District Administration Office. Payment will be made at the September Board meeting provided verification of course completion is received in the District Office by September 1 and the courses requested for reimbursement have been passed with a "C" grade or above. In the case of a pass/no pass course, a pass shall be at a rate equal to the actual per credit cost, not to exceed the average tuition rate charged by McDaniel College, Shippensburg University and Penn State University for each school year during the term of this agreement. Any application for reimbursement received by the District Administration Office after September 1 will not be eligible for reimbursement.

Application for reimbursement of courses taken during the summer (June-August) must be made in writing, as per district reimbursement forms, to the District Administration Office. Payment will be made at the October Board meeting provided verification of course completion is received in the District Office by October 1 and the courses requested for reimbursement have been passed with a "C" grade or above. In the case of a pass/no pass course, a pass shall be at a rate equal to the actual per credit cost, not to exceed the average tuition rate charged by McDaniel College, Shippensburg University and Penn State University for each school year during the term of this agreement. Any application for reimbursement received by the District Administration Office

after October 1 will not be eligible for reimbursement.

Reimbursement will be paid at a rate equal to the average tuition rate charged by McDaniel College, Shippensburg University and Penn State University for each school year during the term of this agreement for grades earned of C or better. In the case of a pass/no pass course, a pass shall be at a rate equal to the actual per credit cost, not to exceed the average tuition rate charged by McDaniel College, Shippensburg University and Penn State University for each school year during the term of this agreement. Maximum credits for which payment will be made during each year, measured from September 1 to August 31, will be eighteen (18) credit hours unless said administrator is on a sabbatical leave of absence. Administrators on sabbatical leave will be reimbursed for the full number of credit hours they earn while on sabbatical leave. Permanent part-time administrators shall be reimbursed for educational credits on a pro-rated basis, based on the percentage of a full-time administrator's schedule being worked by the permanent part-time administrator.

Application for reimbursement of doctoral courses will be completed using the same timeline as specified in Section V.G.1.d. Reimbursement for doctoral courses will be paid at a rate equal to the average tuition rate charged by Widener University, Duquesne University and Penn State University for each school year during the term of this agreement for grades earned of C or better. If an administrator's employment is terminated for any of the reasons set forth in Section 514 of the School Code (24 P.S. 5-514), Section 1122 of the School Code (24 P.S. 11-1122), or other pertinent sections of the School Code, or the administrator resigns, or the administrator otherwise willfully fails to substantially and materially discharge his/her duties, then, the administrator shall reimburse the district for funds spent on the administrator's education as follows: For each course completed by the administrator in the previous three terms (first semester, second semester, summer) and paid for by the district, the cost of the course shall be reimbursed in full. The refund amount shall be due to the district immediately upon the administrator's termination.

H. Travel Expense Reimbursement

Administrators required, in the course of their work, to drive personal automobiles, shall receive a car allowance of the Internal Revenue Service rate per mile.

I. Professional Membership

Each administrator would be entitled to receive reimbursement up to \$450 for the cost of their professional membership in the state and national associations that are related to their work assignment.

## **ARTICLE VI – STATUTORY SAVINGS CLAUSE**

Nothing contained herein shall be construed to deny or restrict any employee or to the employer such rights as he/she or it may have under the Public School Code of 1949, as amended, or Act 93 of 1984, or other applicable laws and regulations of the Commonwealth of Pennsylvania. The parties agree that any existing or any new enactments of the Pennsylvania General Assembly which are mandated under the School Laws of Pennsylvania and which set forth legal requirements shall be adhered to by both parties according to effective dates of such mandates.

Such rendered mandates which affect any section or portion of this Agreement shall render null and void only that affected section of the Agreement. The remainder of the Agreement would continue in force.

# **APPENDIX A**

## **UPPER ADAMS SCHOOL DISTRICT**

### **INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN**

**The Superintendent may require administrators to use one of the formats included in this appendix in the development and reporting of annual goals.**

**Please note that a format may change during the duration of this agreement to meet any changes in State mandates. At this time, the data collected through the Act 93 process will provide evidence for the mandated Principal/School Leader Rating Form (PDE 82-2) and/or Non-Teaching Professional Rating Form (PDE 82-3)**



**APPENDIX A**  
Format #1

UPPER ADAMS SCHOOL DISTRICT  
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN  
ADMINISTRATORS

For

ACT 93 ADMINISTRATORS  
Year \_\_\_\_\_

Name: S.S. #:  
Building: Years of Work in Pennsylvania:  
Position: Years at UASD:  
Total Years in Education: Years in Present Position:

**PERFORMANCE STANDARDS:** Goals related to the administrator's on-going job description. Building administrators must set one or more goals in each of the following areas: Instructional Leadership, Administrative Leadership, and School Climate.

Goal Statement 1:  
Proposed Activities:  
2b.  
2b.  
Mid-Year Progress Report:  
End-of-Year Progress Report:  
Goal Evaluation Score:  
\_\_\_\_\_ 3 – Above Expectations  
\_\_\_\_\_ 2 – Meets Expectations  
\_\_\_\_\_ 1 – Needs Improvement

Goal Statement 2:  
Proposed Activities:  
1.  
2.  
Mid-Year Progress Report:  
End-of-Year Progress Report:  
Goal Evaluation Score:

- \_\_\_\_\_ 3 – Above Expectations
- \_\_\_\_\_ 2 – Meets Expectations
- \_\_\_\_\_ 1 – Needs Improvement

Goal Statement 3:

Proposed Activities:

- 3.
- 4.

Mid-Year Progress Report:

End-of-Year Progress Report:

Goal Evaluation Score:

- \_\_\_\_\_ 3 – Above Expectations
- \_\_\_\_\_ 2 – Meets Expectations
- \_\_\_\_\_ 1 – Needs Improvement

**DISTRICT OBJECTIVES:** Goals related to short-term special projects assigned to the administrator by the immediate supervisor and superintendent.

Goal Statement 1:

Proposed Activities:

- 1.
- 2.

Mid-Year Progress Report:

End-of-Year Progress Report:

Goal Evaluation Score:

- \_\_\_\_\_ 3 – Above Expectations
- \_\_\_\_\_ 2 – Meets Expectations
- \_\_\_\_\_ 1 – Needs Improvement

Goal Statement 2:

Proposed Activities:

- 1.
- 2.

Mid-Year Progress Report:

End-of-Year Progress Report:

Goal Evaluation Score:

- \_\_\_\_\_ 3 – Above Expectations
- \_\_\_\_\_ 2 – Meets Expectations
- \_\_\_\_\_ 1 – Needs Improvement

III. IPDP Ratings Summary:

PERFORMANCE STANDARDS	DISTRICT OBJECTIVES
Goals Evaluation Scores:	Goals Evaluation Scores:
Goal 1 - _____	Goal 1 - _____
Goal 2 - _____	Goal 2 - _____
Goal 3 - _____	Goal 3 - _____
Goal 4 - _____	Goal 4 - _____
TOTAL _____	TOTAL _____
<b>Rating</b> _____	<b>Rating</b> _____
(Total divided by Number of Goals)	(Total divided by Number of Goals)

**APPENDIX A**  
Format #2

UPPER ADAMS SCHOOL DISTRICT  
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN  
ADMINISTRATORS

For

ACT 93 ADMINISTRATORS

**I. Non-Educational Administrator**

**II. Educational Administrator**

## Upper Adams School District Non-Educational Administrative Goal Report

<b>Administrator:</b>	<b>Date:</b>	<b>IPDP Performance Standard:</b> <i>(Choose One)</i>	
		Performance Objective	District Objective
<b>Comprehensive Plan Goals:</b>		<b>Connection to the Comprehensive Plan:</b>	
<i>(Check all that apply)</i>		<i>This goal provides support for the UASD Comprehensive Plan in the following area(s):</i>	
	A. Establish a system within the district that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.		A.
	B. Establish a process K-12 within the District that fully ensures that students are provided the tools, resources and opportunities that empower them to take ownership of their learning and solve any problem in any environment.		B.
	C. Establish a system of on-going communications with students, staff, parents, community and other stakeholders to promote efficiency and transparency in all the district's operations.		C.
	D. Other (explain):		D. Other:
<b>Goal:</b>			
<b>Purpose:</b>			
	Tangible/Measurable Results	Projected Timeline	Status End-of-Year
Expected Outcome			



## Upper Adams School District Educational Administrative Goal Report

<b>Administrator:</b>	<b>Date:</b>	<b>Leadership Framework Domains: (Choose One)</b>
		I. Strategic/Cultural Leadership
		II. Systems Leadership
		III. Leadership for Learning
		IV. Professional and Community Leadership
<b>Comprehensive Plan Goals:</b> <i>(Check all that apply)</i>		
		<b>Connection to the Comprehensive Plan:</b> <i>This goal provides support for the UASD Comprehensive Plan in the following area(s):</i>
	A. Establish a system within the district that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	<b>A.</b>
	B. Establish a process K-12 within the District that fully ensures that students are provided the tools, resources and opportunities that empower them to take ownership of their learning and solve any problem in any environment.	<b>B.</b>
	C. Establish a system of on-going communications with students, staff, parents, community and other stakeholders to promote efficiency and transparency in all the district's operations.	<b>C.</b>
	D. Other (explain):	<b>D. Other:</b>
<b>Goal:</b>		
<b>Purpose:</b>		

## Upper Adams School District Educational Administrative Goal Report

Expected Outcome	Tangible/Measurable Results	Action Steps	Projected Timeline	Status Mid-Year	Status End-of-Year



**APPENDIX B**

**UPPER ADAMS SCHOOL DISTRICT**

**EVALUATION OF NON-EDUCATIONAL and EDUCATIONAL ADMINISTRATORS –  
JOB STANDARDS**

- B1 - Director of Curriculum, Instruction and Assessment**
- B2 - Director of Student Services**
- B3 - Secondary Principal & Secondary Assistant Principal**
- B4 - Elementary Principal**
- B5 - Director of Technology Services and Transportation**
- B6- Director of Athletics and Property**

**Key:**

**B1, B2, B3, and B4 are Educational Administrators**

**B5 and B6 are Non-Educational Administrators**

**UPPER ADAMS SCHOOL DISTRICT**

**EVALUATION OF  
DIRECTOR OF CURRICULUM, INSTRUCTION, AND ASSESSMENT  
JOB STANDARDS**

Name:

Review Period:

DESIRED OBJECTIVES	1 - NEEDS IMPROVEMENT (NI) 2- MEETS EXPECTATIONS (ME) 3- ABOVE EXPECTATIONS (AE)			COMMENTS
	NI	ME	AE	
<b>I. ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>	<b>2</b>	<b>3</b>	
A. Supervise, encourages and promotes programs for the district that promote professional growth among the staff				
B. Supervises all areas relative to the curricular programs of the district				
C. Work collaboratively with all members of the administrative team				
D. Supervises all areas relative to local, state, and standardized assessment of students in the district				
E. Coordinates the integration of technology into all aspects of curriculum, instruction and assessment				
F. Observes and evaluates staff in collaboration with building administrators				
G. Supervises professional and paraprofessional staff necessary to ensure a comprehensive program of curriculum and instruction				
<b>II. INSTRUCTIONAL LEADERSHIP</b>				
A. Leads the educational programs for the district				
B. Promotes the development, implementation and assessment of curriculum				

DESIRED OBJECTIVES	1 - NEEDS IMPROVEMENT (NI) 2- MEETS EXPECTATIONS (ME) 3- ABOVE EXPECTATIONS (AE)			COMMENTS
	NI	ME	AE	
	C. Coordinates, assists and supervises all areas of the district curricular and instructional programs.			
D. Implements federal/state mandates that provide for all students' educational needs				
E. Participates in professional development to enhance personal instructional leadership skills				
<b>III. SCHOOL CLIMATE/HUMAN RELATIONS</b>				
A. Establishes and strengthens open communication among schools, the administration office, the community and the Board of Directors				
B. Demonstrates a high standard of ethical behavior, personal integrity, sound judgment and dedication to the Upper Adams School District				
C. Establishes and strengthens positive relationships with faculty, staff and auxiliary personnel				
D. Establishes and strengthens positive relationships with the student population				

**IV. OVERALL EFFECTIVENESS (Comments Mandatory)**

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**V. COMMENDATIONS/RECOMMENDATIONS (Comments Mandatory)**

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Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
 (The signature indicates the Administrator has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

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Copies to: Superintendent, Personnel File, Administrator  
**JS - B1**

**UPPER ADAMS SCHOOL DISTRICT**  
**EVALUATION OF**  
**DIRECTOR OF STUDENT SERVICES**  
**JOB STANDARDS**

Name:

Position:

Review Period:

1 - NEEDS IMPROVEMENT (NI)  
 2- MEETS EXPECTATIONS (ME)  
 3- ABOVE EXPECTATIONS (AE)  
 NI ME AE

**DESIRED OBJECTIVES**

**COMMENTS**

	1	2	3	
<b>I. ADMINISTRATIVE LEADERSHIP</b>				
A. Supervises, encourages and promotes programs for the district that promote professional growth among the special education, <b>gifted education</b> and English as a Second Language (ESL) staff				
B. Supervises all areas relative to the special education <b>and gifted programs</b> of the district				
C. Supervises all areas relative to the English as a Second Language (ESL) program of the district				
D. Works collaboratively with all members of the administrative team				
E. Supervises the process utilized to develop short and long term plans for the maintenance and improvement of the special education, <b>gifted</b> and English as a Second Language (ESL) programs				
F. Observes and evaluates staff in collaboration with building administrators				
G. Supervises professional and paraprofessional staff necessary to ensure comprehensive special education, <b>gifted</b> and English as a Second Language (ESL) programs				
<b>II. INSTRUCTIONAL LEADERSHIP</b>				
A. Serves as a liaison between the district and other educational agencies for programs dealing with special needs students, <b>gifted students</b> and English Language Learners (ELL)				
B. Promotes the development, implementation and assessment of curriculum in relation to the special education, <b>gifted</b> and English as a Second Language (ESL) programs				

DESIRED OBJECTIVES	1 - NEEDS IMPROVEMENT (NI) 2- MEETS EXPECTATIONS (ME) 3- ABOVE EXPECTATIONS (AE)			COMMENTS
	NI	ME	AE	
	C. Coordinates, assists and supervises the areas of the district's curricular and instructional program that relate to special needs students, <b>gifted students</b> and English Language Learners			
D. Implements federal/state mandates that provide for the educational needs of special education students, <b>gifted students</b> and English Language Learners				
E. Participates in professional development to enhance personnel instructional leadership skills				
<b>III. SCHOOL CLIMATE/HUMAN RELATIONS</b>				
A. Maintains a line of open communication among schools, the administration office, the community and the Board of Directors				
B. Maintains a high standard of ethical behavior, personal integrity, sound judgment and dedication to the Upper Adams School District				
C. Maintains a positive relationship with faculty, staff and auxiliary personnel				
D. Maintains a positive relationship with the student population				

**IV. OVERALL EFFECTIVENESS (Comments Mandatory)**

**V. COMMENDATIONS/RECOMMENDATIONS (Comments Mandatory)**

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
 (The signature indicates the Administrator has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to: Superintendent, Personnel File, Administrator  
 JS – B2

**UPPER ADAMS SCHOOL DISTRICT**  
**EVALUATION OF SECONDARY PRINCIPAL AND ASSISTANT PRINCIPAL**  
**JOB STANDARDS**

Name:

Position:

Review Period:

1 - NEEDS IMPROVEMENT (NI)  
 2- MEETS EXPECTATIONS (ME)  
 3- ABOVE EXPECTATIONS (AE)

<b>DESIRED OBJECTIVES</b>	<b>NI</b>	<b>ME</b>	<b>AE</b>	<b>COMMENTS</b>
<b><i>I. ADMINISTRATIVE LEADERSHIP</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	
A. Encourages and promotes professional growth among the staff				
B. Supervises all areas concerning students' educational programs, activities, records, testing, guidance, attendance and behavior				
C. Supervises all programs relative to the curricular and extra-curricular activities of staff and students				
D. Works collaboratively with all members of the administrative team				
E. Supervises custodial, cafeteria, clerical, paraprofessional and volunteer services for the secondary schools				
F. Evaluates staff assigned to the secondary schools as prescribed by district policy, procedures and/or programs				
G. Supervises teaching staff assigned to the secondary schools				
<b><i>II. INSTRUCTIONAL LEADERSHIP</i></b>				
A. Leads the educational program at the high school and the middle schools				
B. Promotes the development, implementation and assessment of curriculum				
C. Coordinates, assists and supervises all areas of the secondary schools' curricular and instructional program				
D. Implements federal/state mandates that provide for all students' educational needs				
E. Participates in professional development to enhance personnel instructional leadership skills				
<b><i>III. SCHOOL CLIMATE/HUMAN RELATIONS</i></b>				
A. Maintains a line of open communication among schools, the administration office, the community and the Board of Directors				

- 1 - NEEDS IMPROVEMENT (NI)
- 2- MEETS EXPECTATIONS (ME)
- 3- ABOVE EXPECTATIONS (AE)

DESIRED OBJECTIVES	NI	ME	AE	COMMENTS
B. Maintains a high standard of ethical behavior, personal integrity, sound judgment and dedication to the Upper Adams School District				
C. Maintains a positive relationship with faculty, staff and auxiliary personnel				
D. Maintains a positive relationship with the student population				

**IV. OVERALL EFFECTIVENESS (Comments Mandatory)**

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**V. COMMENDATIONS/RECOMMENDATIONS (Comments Mandatory)**

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Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
 (The signature indicates the Administrator has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

Signature of Secondary Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
 (This signature is only needed for the Secondary Assistant Principal Evaluation)

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**UPPER ADAMS SCHOOL DISTRICT  
EVALUATION OF ELEMENTARY PRINCIPAL  
JOB STANDARDS**

Name:

Position:

Review Period:

<b>DESIRED OBJECTIVES</b>	1 - NEEDS IMPROVEMENT (NI) 2- MEETS EXPECTATIONS (ME) 3- ABOVE EXPECTATIONS (AE)			<b>COMMENTS</b>
	NI	ME	AE	
<b>I. ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>	<b>2</b>	<b>3</b>	
A. Encourages and promotes professional growth among the staff				
B. Supervises all areas concerning students' educational programs, activities, records, testing, guidance, attendance and behavior				
C. Supervises all programs relative to the curricular and extra-curricular activities of staff and students				
D. Works collaboratively with all members of the administrative team				
E. Supervises custodial, cafeteria, clerical, paraprofessional and volunteer services for the elementary to which he/she is assigned				
F. Evaluates staff assigned to the elementary school as prescribed by district policy, procedures and/or programs				
G. Supervises teaching staff assigned to the elementary schools				
<b>II. INSTRUCTIONAL LEADERSHIP</b>				
A. Leads the educational program at the elementary school to which he/she is assigned				
B. Promotes the development, implementation and assessment of curriculum				
C. Coordinates, assists and supervises all areas of the elementary schools' curricular and instructional program				
D. Implements federal/state mandates that provide for all students' educational needs				
E. Participates in professional development to enhance personnel instructional leadership skills				
<b>III. SCHOOL CLIMATE/HUMAN RELATIONS</b>				
A. Maintains a line of open communication among schools, the administration office, the community and the Board of Directors				



DESIRED OBJECTIVES	1 - NEEDS IMPROVEMENT (NI) 2- MEETS EXPECTATIONS (ME) 3- ABOVE EXPECTATIONS (AE)			COMMENTS
	NI	ME	AE	
B. Maintains a high standard of ethical behavior, personal integrity, sound judgment and dedication to the Upper Adams School District				
C. Maintains a positive relationship with faculty, staff and auxiliary personnel				
D. Maintains a positive relationship with the student population				

**IV. OVERALL EFFECTIVENESS (Comments Mandatory)**

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**V. COMMENDATIONS/RECOMMENDATIONS (Comments Mandatory)**

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
 (The signature indicates the Administrator has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**UPPER ADAMS SCHOOL DISTRICT**  
**EVALUATION OF DIRECTOR OF TECHNOLOGY AND TRANSPORTATION**  
**SERVICES**  
**JOB STANDARDS**

Name:

Position:

Review Period:

1 - NEEDS IMPROVEMENT (NI)  
 2- MEETS EXPECTATIONS (ME)  
 3- ABOVE EXPECTATIONS (AE)

**DESIRED OBJECTIVES**

**NI ME AE**

**COMMENTS**

<b>I. ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>	<b>2</b>	<b>3</b>	
A. Encourages and promotes professional growth among the staff				
B. Supervises the process utilized to maximize an efficient computer life-cycle program and transportation program				
C. Directs the District Technology Committee in the completion and continual assessment of the District Technology Plan				
D. Works collaboratively with all members of the administrative team				
E. Supervises the work of the building computer assistants and the student computer intern(s), and the administrative assistant for transportation by providing support when necessary				
F. Supervises the compilation and completion of applications meeting federal, state and/or district requirements for grants, inventories, assessments and programs				
G. Exercises good judgment and leadership skills necessary to operate an effective technology and transportation program for the district				
<b>II. PROGRAMMATIC LEADERSHIP</b>				
A. Provides technical leadership, training and support for the district staff regarding the use of technology				

1 - NEEDS IMPROVEMENT (NI)  
 2- MEETS EXPECTATIONS (ME)  
 3- ABOVE EXPECTATIONS (AE)

**DESIRED OBJECTIVES**

**NI ME AE**

**COMMENTS**

B. Supervise the process of developing the technology and <b>transportation</b> portion of the annual budget				
C. Coordinates the design, use and maintenance of all networking systems throughout the district				
D. Coordinates computer hardware/software and network purchases based on educational need				
E. Participates in professional development to enhance technology leadership skills				
<b>III. SCHOOL CLIMATE/HUMAN RELATIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	
A. Maintains a line of open communication among schools, the administration office, the community and the Board of Directors				
B. Maintains a high standard of ethical behavior, personal integrity, sound judgment and dedication to the Upper Adams School District				
C. Maintains a positive relationship with faculty, staff and auxiliary personnel				
D. Maintains a positive relationship with the student population				

**IV. OVERALL EFFECTIVENESS (Comments Mandatory)**

**V. COMMENDATIONS/RECOMMENDATIONS (Comments Mandatory)**

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
 (The signature indicates the Administrator has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**UPPER ADAMS SCHOOL DISTRICT**  
**EVALUATION OF DIRECTOR OF ATHLETICS AND PROPERTY**  
**JOB STANDARDS**

Name:

Review Period:

		1 - NEEDS IMPROVEMENT (NI) 2 - MEETS EXPECTATIONS (ME) 3 - ABOVE EXPECTATIONS (AE)			
DESIRED OBJECTIVES		NI	ME	AE	COMMENTS
<b>I.</b>	<b>ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>	<b>2</b>	<b>3</b>	
A.	Encourages and promotes professional growth among the athletic staff				
B.	Supervises the process utilized to develop short and long term plans for the maintenance and improvement of the athletic program of the district				
C.	Supervises the athletic program, including directing the work of all coaches, trainers, officials, and teams				
D.	Works collaboratively with all members of the administrative team and the contracted director of facilities				
E.	Supervises and evaluates coaches and other staff assigned to the Athletic Department				
F.	Supervises the compilation, completion and filing of accurate reports for local, district and state agencies				
G.	Exercises good judgment and leadership skills necessary to operate an effective athletic program and property program for the District				
<b>II.</b>	<b>PROGRAMMATIC LEADERSHIP</b>				
A.	Provides technical leadership, training, response and/or support for the district staff in matters relative to athletic issues				
B.	Supervise the process of developing the athletic portion of the annual budget				

C.	Keeps abreast of federal, state and local regulations relative to the safety and security of student athletes, coaches, trainers, officials, and other staff and communicates those regulations to appropriate personnel			
D.	Coordinates a systematic and effective plan to manage the use of all District athletic fields and facilities by District and non-district programs			
E.	Participates in professional development to enhance leadership skills			
<b>III. SCHOOL CLIMATE/HUMAN RELATIONS</b>				
A.	Maintains a line of open communication among schools, the administration office, the contracted director of facilities, the community and the Board of Directors			
B.	Maintains a high standard of ethical behavior, personal integrity, sound judgment and dedication to the Upper Adams School District			
C.	Maintains a positive relationship with faculty, staff and auxiliary personnel			
D.	Maintains a positive relationship with the student population			

**V. OVERALL EFFECTIVENESS (Comments Mandatory)**

**V. COMMENDATIONS/RECOMMENDATIONS (Comments Mandatory)**

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
 (The signature indicates the Administrator has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of High School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

REV 1/2010

Copies to: Superintendent, Assistant Superintendent, Personnel File, Administrator

**JS-B6**

**APPENDIX C**  
**UPPER ADAMS SCHOOL DISTRICT**  
**EVALUATION OF EDUCATIONAL ADMINISTRATORS –**  
**FRAMEWORK FOR LEADERSHIP**

- D1 - Director of Curriculum, Instruction and Assessment**
- D2 - Director of Student Services**
- D3 - Elementary, Secondary Principal, and Secondary Assistant Principal**

**EVALUATION OF EDUCATIONAL ADMINISTRATORS –  
FRAMEWORK FOR LEADERSHIP**

**D1 - Director of Curriculum, Instruction and Assessment**

## Framework for Leadership

### Types of Evidence – Supervisor: Curriculum and Instruction

*Please note: The evidence identified here is provided to stimulate conversations that occur between a supervising authority and a C&I Supervisor. The evidence examples should not be viewed as a “checklist” but merely as a resource. The actual evidence gathered should be discussed and agreed upon between the supervising authority and C&I Supervisor.*

### Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – C&I Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 1: Strategic/Cultural Leadership	Ia: Creates an Organizational Vision, Mission, and Strategic Goals	<p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the organization’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, and/or community members regarding organizational vision, mission, and strategic goals.</li> <li>• Agendas, rosters and minutes for meetings, professional development sessions, and/or workgroups that reflect organizational vision, mission, and strategic goals.</li> <li>• Building improvement plans that are aligned to organization comprehensive plan.</li> <li>• Quarterly and end-of-year summation reports.</li> <li>• Professional development plans.</li> <li>• District Comprehensive Plan documents – evidence of high-level engagement in this process.</li> </ul>	



	<p>1b. Uses Data for Informed Decision Making</p>	<p>Collects, analyzes, monitors, and uses data systematically regarding the organization's progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<ul style="list-style-type: none"> <li>Utilization of multiple measures of student and school data (PVAAS, SPP data, SLO data, teacher evaluation data, program quality review data, perceptual data) in academic curriculum review action plans or reports.</li> <li>Development and implementation of plans for school improvement and student achievement.</li> <li>Analysis of formative and summative assessments that impact instruction (PSSA, PVAAS, DIBELS, SAT, AP exams, IB exams, local assessments, etc.).</li> <li>Evidence that professional development feedback surveys and/or teacher evaluation data impacts the planning and implementation of professional development activities (PD session agendas, Act 48 planning team meeting minutes, fidelity checks) Note: Move over to proficient performance descriptor.</li> <li>Documentation of professional development for staff on assessment tools, data analysis techniques, and utilizing data to drive student achievement.</li> </ul>	
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	<p>1c: Builds a Collaborative and Empowering Work Environment</p>	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Documentation of efforts to establish and promote collaborative workgroups for staff (such as Professional Learning Communities, network meetings) in concert with supervisory, building and/or district administrators. Examples of documentation include, but are not limited to:             <ul style="list-style-type: none"> <li>○ Meeting rosters</li> <li>○ Meeting agendas</li> <li>○ Meeting minutes</li> <li>○ Email or other communications between C&amp;I supervisor and other administrators</li> </ul> </li> <li>• Administrative meeting agendas, communications and meeting minutes reflective of a coordinated effort between C&amp;I supervisor and other organization administrators.</li> <li>• Documentation of staff involvement with hiring.</li> <li>• Documentation of student and parent involvement on school wide committees.</li> </ul>	
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	<p>Id: Leads Change Efforts for Continuous Improvement</p>	<p>Implements a change process to ensure continuous school improvement.</p>	<ul style="list-style-type: none"> <li>Documentation of activities that support the implementation of key elements of a change process as indicated below: <ul style="list-style-type: none"> <li>curriculum review reports and action plans (aligned to PA Core Standards)</li> <li>Act 82 Documents (ex. SLOs)</li> <li>meeting minutes, agendas, and rosters</li> <li>comprehensive plan</li> </ul> </li> </ul>	
	<p>Ie: Celebrates Accomplishments and Acknowledges Failures</p>	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>Utilizes failure as an opportunity to improve organizational culture and student performance.</p>	<ul style="list-style-type: none"> <li>Communications to stakeholders that celebrate accomplishments and acknowledge shortcomings. Examples include but are not limited to: <ul style="list-style-type: none"> <li>newsletters</li> <li>email communications</li> <li>mailings</li> <li>flyers</li> <li>Board presentations</li> <li>Community group presentations</li> <li>Teacher and/or principal observations and evaluations</li> <li>Program evaluations</li> </ul> </li> <li>Agenda minutes and proposed plan of action to remedy shortcomings.</li> </ul>	

## Domain 2: Systems Leadership

Domain	Component	Description from Rubric	Types of Evidence – C&I	Locally Agreed Upon Evidence, Timelines, Impact
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<p>Proficient Category</p> <p>Designs transparent systems to equitably manage human or financial resources.</p> <p>Ensures the strategic allocation or equitable use of human and financial resources to meet instructional goals and support staff needs.</p> <p>Depending on the organization structure, supervisors of curriculum may not be heavily involved in human resource management.</p>	<p>Provided as Examples Only</p> <p>Local Entity Determines Specific Evidence to be Used for Evaluation</p> <ul style="list-style-type: none"> <li>• Budget and expenditure reports</li> <li>• Cost comparison of use of internal resources and external resources including those available through Intermediate Units and PATTAN network</li> <li>• Description of process involving leadership staff in budget development/resource allocation</li> <li>• Initiatives designed to improve teacher retention, such as:               <ul style="list-style-type: none"> <li>○ New Teacher Induction</li> <li>○ Mentoring programs</li> <li>○ Targeted professional development</li> </ul> </li> <li>• Collaboration with other leadership staff on teacher evaluations</li> <li>• A list of available resources assigned to strategic goals</li> </ul>	

	<p>2b: Ensures a High Quality, High Performing Staff: (PROPOSED – NOT FOR RELEASE)</p>	<p>Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.</p> <p>Recruits and retains high quality staff that meets the diverse needs of students.</p> <p>Participates with appropriate personnel to select highly qualified staff.</p> <p>Provides processes to support all new personnel.</p> <p>Maintains a high performing staff, which is focused on improving student achievement.</p>	<ul style="list-style-type: none"> <li>• Documentation that staff observations/evaluations were completed with fidelity</li> <li>• Documentation of a process to identify instructional needs and development of professional plans for staff</li> <li>• Evidence of involvement in screening, interviewing, and recommending staff members for employment</li> <li>• Documentation of professional development activities that are targeted to specific needs and summative evaluation data</li> <li>• Membership in professional organizations</li> <li>• Evidence of providing principals and staff with research and publications to support and advance professional practice</li> <li>• Evidence of collaboration with building administrators in the development of building schedules and teacher assignments</li> </ul>	
	<p>2c: Complies with Federal, State, and LEA Mandates</p>	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<ul style="list-style-type: none"> <li>• Documentation of timely compliance with federal, state, and LEA mandates including but not limited to: <ul style="list-style-type: none"> <li>○ audit reports</li> <li>○ compliance verification letters</li> <li>○ report submission verifications</li> <li>○ district administrative regulations</li> </ul> </li> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, and/or community members regarding applicable federal, state, and LEA mandates.</li> <li>• Program or meeting agendas, rosters and minutes regarding applicable federal, state, and LEA mandates.</li> </ul>	

		<p>Supports administrators and other staff members in implementing expectations for learning and improved performance.</p>	<p>2d: Establishes and Implements Expectations for Students and Staff</p>
	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, students, and/or community members regarding expectations for students and staff</li> <li>• Program or meeting agendas and minutes and professional development session rosters and agendas regarding expectations for students and staff</li> <li>• Signed affidavits from employees indicating understanding and acceptance of policies and procedures outlined in employment handbook</li> <li>• Handbooks or regulations specific to curriculum, instruction, and assessment</li> </ul>	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p>	<p>2c: Communicates Effectively and Strategically</p>
	<ul style="list-style-type: none"> <li>• Documentation of meeting minutes, agendas, rosters, and handbooks that support the implementation of the organization's comprehensive plan and PA Core Standards</li> <li>• Documentation of both one and two-way communication with stakeholders using various media. Examples include, but not limited to: <ul style="list-style-type: none"> <li>○ Newsletters and updates to stakeholders</li> <li>○ Utilization of social media /websites</li> <li>○ School call system</li> <li>○ Email</li> <li>○ Phone call log</li> <li>○ Meeting log of face-to-face discussion/ communication</li> </ul> </li> </ul>		

<p>2f: Manages Conflict Constructively</p>	<p>Consistently resolves organizational problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<ul style="list-style-type: none"> <li>• Board or other public meeting agendas, minutes and presentations</li> <li>• Leadership or team meeting agendas and minutes</li> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions.</li> <li>• Staff evaluation documentation/evidence</li> <li>• Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement.</li> </ul>	
<p>2g: Ensures School Safety</p>	<p>Reviews, analyzes and adjusts school safety and discipline plans or professional development needs based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents or professional development needs.</p>	<ul style="list-style-type: none"> <li>• Agendas and rosters for professional development activities aligned to school safety regulations and initiatives. Such initiatives include but are not limited to: <ul style="list-style-type: none"> <li>○ Blood-borne pathogens/HIV Infection</li> <li>○ Epi-pen use</li> <li>○ Mandated reporting</li> <li>○ Abusive relationships</li> <li>○ Act 126</li> <li>○ Bullying</li> </ul> </li> <li>• Knowledge of district safety procedures</li> </ul>	

## Domain 3: Leadership for Learning

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – C&I Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	<p>Assists in the development of the district improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <li>• Implement a district improvement plan.</li> <li>• Monitor and evaluate progress toward achieving district improvement goals and teacher &amp; student outcomes.</li> <li>• Revise district improvement goals and outcomes based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to administrators, parents, staff, students, and/or community members regarding district improvement initiatives.</li> <li>• Program or meeting agendas and rosters regarding the alignment between district and school improvement initiatives</li> <li>• Agendas and rosters of professional development targeted to support specific district or school improvement initiatives</li> <li>• Evidence of participation in collaborative activities and meetings through the Intermediate Unit or other consortia</li> <li>• Feedback from stakeholders including survey data</li> <li>• Progress on school performance initiatives, including improving School Performance Profile scores and meeting “Closing the Achievement Gap” targets</li> </ul>	



<p>3b: Aligns Curricula, Instruction, and Assessments</p>	<p>Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to administrators, parents, staff, students, and/or community members regarding alignment of curricula, instruction and assessments.</li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction and assessments.</li> <li>• Documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school.</li> <li>• Curriculum review reports and action plans</li> <li>• Quality review documentation, fidelity checks, other means by which organization administrators ensure the delivery of a guaranteed and viable curriculum</li> <li>• Evidence of participation in collaborative activities and meetings through the Intermediate Unit or other consortia</li> </ul>	
<p>3c: Implements High Quality Instruction</p>	<p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities</li> </ul> <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<ul style="list-style-type: none"> <li>• Documentation of the completion of professional development for: <ul style="list-style-type: none"> <li>◦ Teacher effectiveness and evaluation</li> <li>◦ Inter-rater reliability</li> <li>◦ Checks for fidelity</li> </ul> </li> <li>• Review of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development.</li> <li>• Curricular resources available to stakeholders through various methods, including online</li> <li>• Evidence of individualized or differentiated curriculum and/or instructional approaches based on student need (ex. alternative education, cyber academy, blended learning approach)</li> </ul>	

<p>3d: Sets High Expectations for All Students</p>	<p>Articulates a belief in high measurable goals for all students and staff.</p> <p>Leads organizational efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to administrators, parents, staff, students, and/or community members regarding high expectations for all students.</li> <li>• Program or meeting agendas and rosters regarding high expectations for all students. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Systematic use of data for instructional planning and decision-making</li> <li>○ Utilization of Response to Instruction and Intervention</li> </ul> </li> </ul> <p>Evidence of collaboration between special education and curriculum/instruction leadership reflective of high expectations and adequate support for students with special needs, including but not limited to:</p> <ul style="list-style-type: none"> <li>○ Teacher evaluation data</li> <li>○ IEP documentation</li> <li>○ Meeting minutes and agendas</li> <li>○ Communication logs</li> <li>○ Unit plans/curriculum maps</li> </ul> <li>• Professional development agendas and rosters reflect involvement in planning of all professional groups, including special educators</li>	
<p>3e: Maximizes Instructional Time</p>	<p>Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.</p>	<ul style="list-style-type: none"> <li>• Professional development agendas and rosters of activities designed to support teachers in maximizing use of instructional time</li> <li>• Evidence that disruption of instructional and planning time for teachers to attend workshops, curriculum writing activities is minimized</li> <li>• Teacher observation reports with documentation of growth areas in teacher effectiveness Domains 2 &amp; 3</li> </ul>	

## Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric	Types of Evidence – Special Ed Provided as Examples Only	Locally Agreed Upon Evidence, Timelines, Impact
Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	<p>Creates systems and engages parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.</p> <p>Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<p>Local Entity Determines Specific Evidence to be Used for Evaluation</p> <ul style="list-style-type: none"> <li>• Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Parent advisory groups</li> <li>○ Business/ Industry advisory groups</li> <li>○ Grant-writing partnerships</li> <li>○ Civic organizations</li> <li>○ School-level activities</li> <li>○ School Board Meetings</li> <li>○ Comprehensive planning committees</li> <li>○ Curriculum review presentations</li> <li>○ School staff outreach activities (IU administrators only)</li> </ul> </li> </ul>	
	4b: Shows Professionalism	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<ul style="list-style-type: none"> <li>• Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, administrators and community members. Examples include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Employee handbook</li> </ul> </li> <li>• Documentation of actions regarding fair and equitable treatment of all students, staff and community members. Examples include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Student handbook</li> <li>○ Employee handbook</li> </ul> </li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professionalism, and the code of conduct for school behavior.</li> </ul>	

	<p>4c: Supports Professional Growth</p>	<p>Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<ul style="list-style-type: none"> <li>• Program agendas and rosters, leadership meeting agendas and minutes, and/or other meeting agendas and minutes regarding professional development activities.</li> <li>• Record of staff involvement (including administrator) in professional organizations and activities.</li> <li>• Review of formative assessments to determine trends/patterns in staff instruction to inform professional development.</li> <li>• In-house, IU, and other consortia-provided professional development activity evaluations and outcomes.</li> <li>• Professional development activity rosters demonstrate broad participation amongst all staff groups, especially building leaders.</li> <li>• Personal involvement in professional organizations, attendance at conferences and events focused on supporting staff development needs (PASCD, ASCD, Learning ForwardPA).</li> </ul>	
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**EVALUATION OF EDUCATIONAL ADMINISTRATORS –  
FRAMEWORK FOR LEADERSHIP**

**D2 - Director of Student Services**

## Framework for Leadership Types of Evidence – Supervisor: Special Education

*Please note: The evidence identified here is provided to stimulate conversations that occur between a supervising authority and a Special Education Supervisor. The evidence examples should not be viewed as a “checklist” but merely as a resource. The actual evidence gathered should be discussed and agreed upon between the supervising authority and Special Education Supervisor.*

### Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric	Types of Evidence – Special Ed Provided as Examples Only	Locally Agreed Upon Evidence, Timelines, Impact
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<p>Proficient Category</p> <p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<p>Local Entity Determines Specific Evidence to be Used for Evaluation</p> <ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding organizational vision, mission, and strategic goals.</li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals. Examples include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Department meeting agendas</li> <li>○ Advisory Committee meeting agendas</li> <li>○ IU meeting agendas</li> <li>○ Internal CTC meetings agendas or minutes</li> <li>○ Federal, state, district reports</li> <li>○ Other memos /correspondence</li> </ul> </li> <li>• Quarterly and end of year summation reports.</li> <li>• Professional Development Plans.</li> <li>• Review of Chapter 14, 15 and 16 paperwork to ensure compliance.</li> </ul>	

<p>1b: Uses Data for Informed Decision Making</p>	<p>Collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<ul style="list-style-type: none"> <li>• Development and implementation of plans for school improvement and student achievement. <ul style="list-style-type: none"> <li>○ Utilization of formative and summative assessments that impact instruction (progress monitoring)</li> <li>○ Placement data</li> <li>○ Progress monitoring</li> <li>○ Enrollments and program offerings</li> <li>○ Transition planning</li> <li>○ Using data to develop appropriate chapter 14, 15 and 16 paperwork</li> <li>○ Discipline</li> <li>○ Other tests – local assessments</li> </ul> </li> <li>• Utilization of student and district data for instructional planning and decision-making. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ School Performance Profile Data</li> <li>○ Correlations between teacher ratings and PVAAS</li> <li>○ SLO data- Report Card</li> <li>○ Chapter 14, 15, and 16 data</li> </ul> </li> <li>• Documentation of professional development for staff on assessment tools, data analysis techniques, and utilizing data to drive student achievement.</li> </ul>
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<p>Ic: Builds a Collaborative and Empowering Work Environment</p>	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Documentation of efforts to establish and promote collaborative workgroups for staff. Such workgroups could involve: <ul style="list-style-type: none"> <li>○ Professional Learning Communities – PLCs</li> <li>○ Advisory Committees</li> <li>○ School Safety Committees</li> <li>○ Wellness Committees</li> <li>○ Professional Development</li> <li>○ School-wide positive behavior support meetings</li> <li>○ Chapter 14, 15 and 16 meetings</li> <li>○ Evidence of collaborative planning</li> </ul> </li> </ul> <p>Examples of documentation include, but are not limited to:</p> <ul style="list-style-type: none"> <li>○ Meeting rosters</li> <li>○ Meeting agendas</li> <li>○ Meeting minutes</li> <li>○ Department Meetings</li> <li>○ Parent Training</li> <li>○ Chapter 14, 15 and 16 meetings</li> </ul> <ul style="list-style-type: none"> <li>• Documentation of staff involvement with hiring.</li> <li>• Documentation of student and parent involvement on school wide committees.</li> <li>• Documentation of active membership with Agencies to enhance collaboration with staff, business community, and parents as applicable. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Cooperative programs</li> <li>○ Donations / contributions from business community</li> <li>○ IU</li> <li>○ Mental Health Agencies</li> <li>○ Boys/Girls Club</li> <li>○ Children and Youth/ OCY</li> </ul> </li> </ul>
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<p>Id: Leads Change Efforts for Continuous Improvement</p>	<p>Implements a change process to ensure continuous school improvement.</p>	<ul style="list-style-type: none"> <li>• Documentation of meeting minutes, agendas, and rosters that support the implementation of key elements of a change process as indicated below: <ul style="list-style-type: none"> <li>◦ Priority challenges to be addressed</li> <li>◦ Activities planned to address the challenges</li> <li>◦ A plan and timeline for monitoring the progress</li> <li>◦ Professional development</li> <li>◦ Provides evidence of researched based programs</li> </ul> </li> <li>• Change processes may include, but are not limited to: <ul style="list-style-type: none"> <li>◦ Special education plan revisions</li> <li>◦ Transition planning</li> <li>◦ Professional development</li> </ul> </li> </ul>
<p>Ie: Celebrates Accomplishments and Acknowledges Failures</p>	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.  Utilizes failure as an opportunity to improve school culture and student performance.</p>	<ul style="list-style-type: none"> <li>• List of recognition programs. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>◦ Positive Feedback- written and verbal</li> <li>◦ Professional improvement plans</li> <li>◦ Mentoring/coaching</li> <li>◦ Teacher of the Year</li> <li>◦ Letters of commendation</li> <li>◦ Etc.</li> </ul> </li> <li>• Creates and Reviews Incident Reports.</li> <li>• Agenda minutes and proposed plan of action to remedy shortcomings.</li> </ul>

## Domain 2: Systems Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Special Ed Provided as Examples Only  Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<ul style="list-style-type: none"> <li>• School budget and expenditure reports.</li> <li>• Cost comparison of use of internal and external resources.</li> <li>• Description of process involving staff in budget development/resource allocation.</li> <li>• Effectiveness of school partnerships with other agencies/organizations.</li> <li>• A list of available resources assigned to strategic goals.</li> <li>• Listing of alternative revenue streams, such as outcomes of Capital Campaigns.</li> <li>• Meetings/agendas focused on staffing and resource allocation.</li> <li>• Monitoring use of Federal monies.</li> </ul>	

<p>2b: Ensures a High Quality, High Performing Staff: (PROPOSED – NOT FOR RELEASE)</p>	<p>Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance. Recruits and retains high quality staff that meets the diverse needs of students. Participates with appropriate personnel to select highly qualified staff. Provides processes to support all new personnel. Maintains a high performing staff, which is focused on improving student achievement.</p>	<ul style="list-style-type: none"> <li>• Documentation that staff observations/evaluations were completed with fidelity.</li> <li>• Documentation of a process to identify instructional needs and development of professional plans for teachers.</li> <li>• Staff recruitment: <ul style="list-style-type: none"> <li>○ List of recruiting activities</li> <li>○ Employment history of those recruited</li> <li>○ Quality of observations/demonstrations (if required)</li> <li>○ Length of time in previous position</li> </ul> </li> <li>• Feedback from staff (professional/support) on quality of induction activities.</li> <li>• Documentation that processes are in place to address concerns that affect student achievement.</li> </ul>	
<p>2c: Complies with Federal, State, and LEA Mandates</p>	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates. Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<ul style="list-style-type: none"> <li>• Documentation of timely compliance with federal, state, and LEA mandates. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Adheres to Chapter 14, 15 and 16 regulations and implements with fidelity</li> <li>○ Completion of Chapter 14, 15 and 16 State/Federal Reporting</li> <li>○ Special Education / 504 compliance</li> </ul> </li> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding applicable federal, state, and LEA mandates.</li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding applicable federal, state, and LEA mandates.</li> </ul>	

<p>2d: Establishes and Implements Expectations for Students and Staff</p>	<p>Engages students and staff members in developing expectations for learning and improved performance.</p> <p>Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding expectations for students and staff.</li> <li>• Program agendas and rosters, department/faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff (i.e. anti-bullying programs, academic pep rallies, expectations, etc.)</li> <li>• Implementation of school wide positive behavior support.</li> <li>• Documentation of lesson reviews and the completion of walkthroughs to emphasize academic/behavioral integration.</li> </ul>	
<p>2e: Communicates Effectively and Strategically</p>	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Documentation of meeting minutes, agendas, rosters, and handbooks that support the implementation of key elements of a communications process.</li> <li>• Documentation of communication with stakeholders using various media. Examples include, but not limited to: <ul style="list-style-type: none"> <li>○ Newsletters and updates to stakeholders</li> <li>○ Utilization of social media / websites</li> <li>○ Promotion of two-way communication with all stakeholders</li> <li>○ Parent, student and staff surveys</li> <li>○ Advisory Committee</li> </ul> </li> </ul>	

	<p>2f: Manages Conflict Constructively</p>	<p>Consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions.</li> <li>• Program agendas and rosters, department/faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding mediation processes, as well as agreed upon solutions.</li> <li>• Establish and enforce processes that address conflict and appeals.</li> <li>• Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement.</li> <li>• Discipline reports: <ul style="list-style-type: none"> <li>○ Student-to-teacher</li> <li>○ Student-to-student discipline issues</li> <li>○ Staff-to-staff discipline issues</li> </ul> </li> </ul>	
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<p>2g: Ensures School Safety</p>	<p>Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<ul style="list-style-type: none"> <li>• Evidence on the use of safety data sets by school stakeholder groups.</li> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school safety.</li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school safety.</li> <li>• Documentation of the implementation of school behavioral and safety policies/ procedures. Examples include, but are not limited to:             <ul style="list-style-type: none"> <li>○ Recruits experts in the behavioral field to provide PD pertaining to safety issues</li> <li>○ Written School Safety and Behavioral Policies</li> <li>○ Memorandum of Understanding (MOU) with local law enforcement</li> <li>○ Passive restraint training</li> <li>○ Complete RISC reporting within required timelines</li> <li>○ Development and implementation of building and student crisis plans</li> <li>○ Classroom design</li> </ul> </li> <li>• Evidence of Crisis Team Meetings (rosters, agendas, minutes, etc.)</li> </ul>
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## Domain 3: Leadership for Learning

Domain	Component	Description from Rubric	Types of Evidence – Special Ed Provided as Examples Only  Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	<p>Develops a school improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <li>• Implement a school improvement plan.</li> <li>• Monitor and evaluate progress toward achieving school improvement goals and student outcomes.</li> <li>• Revise school improvement goals and outcomes based on data analysis.</li> </ul>	<p>Local Entity Determines Specific Evidence to be Used for Evaluation</p> <ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school improvement initiatives.</li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives.</li> <li>• Collaborate on the development of actions plans based on school and student data. Examples include, but not limited to:               <ul style="list-style-type: none"> <li>○ PVAAS</li> <li>○ PSSA DATA</li> <li>○ Keystones</li> <li>○ Progress Monitoring Data</li> <li>○ IEP Progress Reports</li> <li>○ Response to Instruction and Intervention (RTII), including lessons, discipline, increased instructional time, and teacher preparation</li> </ul> </li> <li>• Feedback from stakeholders.</li> <li>• Progress on school performance initiatives.</li> </ul>	

<p>3b: Aligns Curricula, Instruction, and Assessments</p>	<p>Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding alignment of curricula, instruction, and assessments.</li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction, and assessments. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Advisory Committee review of curricula (by program)</li> <li>○ Review IEP/GIEP for curriculum alignment</li> <li>○ Utilization of other assessments, such as the Classroom Diagnostic Tools (CDT) with the Standards Aligned System (SAS)</li> </ul> </li> <li>• Documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school.</li> <li>• Implementation of a school-wide curricula model, standardized by program research based programs/interventions</li> </ul>	
<p>3c: Implements High Quality Instruction</p>	<p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities</li> </ul> <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<ul style="list-style-type: none"> <li>• Documentation of the completion of professional development for: <ul style="list-style-type: none"> <li>○ Teacher effectiveness and evaluation</li> <li>○ Inter-rater reliability</li> <li>○ Documentation of collaboration with building level administrators</li> </ul> </li> <li>• Results of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development.</li> <li>• Review Chapter 14, 15 and 16 paperwork and timelines</li> </ul>	



3d: Sets High Expectations for All Students	<p>Articulates a belief in high measurable goals for all students and staff.</p> <p>Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<ul style="list-style-type: none"> <li>• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding high expectations for all students.</li> <li>• Program agendas and rosters, department/faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding high expectations for all students. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Systematic use of data for instructional planning and decision-making</li> <li>○ Collaboration with Response to Instruction and Intervention (RTII) teams</li> <li>○ Utilization of Student Assistance Programs (SAP)</li> <li>○ Active involvement in IEP meetings</li> <li>○ Involvement of Chapter 14, 15, 16 meetings</li> </ul> </li> </ul>	
3e: Maximizes Instructional Time	<p>Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.</p>	<ul style="list-style-type: none"> <li>• Documentation of processes that maximize planning time for teachers, while balancing the needs of the school</li> </ul>	

## Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Special Ed Provided as Examples Only  Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	<p>Creates systems and engages parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.</p> <p>Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<ul style="list-style-type: none"> <li>• Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Parent advisory groups</li> <li>○ Parent-Teacher conferences</li> <li>○ Parent-Training</li> <li>○ Verbal and Written Communication</li> </ul> </li> </ul>	
	4b: Shows professionalism	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<ul style="list-style-type: none"> <li>• Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, and community members. Example include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Student handbook</li> </ul> </li> <li>• Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Policies.</li> <li>○ Administrative guidelines.</li> <li>○ Student handbook.</li> <li>○ Webpage</li> <li>○ Chapter 14, 15, 16 Procedures and Processes</li> </ul> </li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professionalism and the code of conduct for school behavior.</li> </ul>	

<p>4c: Supports Professional Growth</p>	<p>Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<ul style="list-style-type: none"> <li>• Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, and community members. Example include, but are not limited to:             <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Student handbook</li> </ul> </li> <li>• Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to:             <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Student handbook</li> <li>○ Faculty handbook</li> </ul> </li> <li>• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professionalism and the code of conduct for school behavior.</li> <li>• Record of staff involvement (including administrator) in professional organizations and activities.</li> <li>• Results of formative assessments to determine trends/patterns in staff instruction to inform professional development.</li> <li>• Maintain records regarding paraprofessional Highly Qualified status and required annual trainings.</li> <li>• Involvement in Act 48/PIL programs.</li> </ul>	
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**EVALUATION OF EDUCATIONAL ADMINISTRATORS –  
FRAMEWORK FOR LEADERSHIP**

**D3 - Elementary, Secondary Principal, and Secondary Assistant Principal**



## Framework for Leadership

Date \_\_\_\_\_  
 \_\_\_\_\_  
 Leader Self-Assessment  
 Evaluator Assessment

Domain 1: Strategic/Cultural Leadership				
Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.				
Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>1a: Creates an Organizational Vision, Mission, and Strategic Goals:</b></p> <p>The principal/school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to develop a school wide vision, mission, or strategic goals.</p> <p>The principal/school leader fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.</p>	<p>The principal/school leader develops school wide vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.</p>	<p>The principal/school leader implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>The principal/school leader maintains a focus on the vision and strategic goals throughout the school year.</p> <p>The principal/school leader ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<p>... and</p> <p>The principal/school leader implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals.</p> <p>The principal/school leader systematically ensures that the school's vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.</p>

### Domain 1: Strategic/Cultural Leadership

Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>1b: Uses Data for Informed Decision Making:</b> The principal/school leader analyzes and uses multiple data sources to drive effective decision-making.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to demonstrate the ability to analyze or use data to drive effective decision-making.</p>	<p>The principal/school leader infrequently uses data and assessments to monitor progress.</p> <p>The principal/school leader exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>The principal/school leader collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>The principal/school leader develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>... and</p> <p>The principal/school leader activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.</p> <p>The principal/school leader listens, evaluates, and considers staff and other stakeholders input regarding recommended activities and initiatives.</p>
<p><b>1c: Builds a Collaborative and Empowering Work Environment:</b> The principal/school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth.</p> <p>The principal/school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.</p>	<p>The principal/school leader frequently makes unilateral decisions (uses distributive leadership infrequently).</p> <p>The principal/school leader inconsistently includes parents, families, and the larger school community in the decision-making processes.</p> <p>The principal/school leader articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.</p>	<p>The principal/school leader creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>The principal/school leader consistently engages in shared decision-making and distributive leadership.</p> <p>The principal/school leader actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<p>... and</p> <p>The principal/school leader empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement.</p> <p>The principal/school leader establishes an environment where staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>• Select and implement effective improvement strategies.</li> <li>• Assess and monitor progress towards achieving the vision, mission, and strategic</li> </ul>

### Domain 1: Strategic/Cultural Leadership

Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>1d: Leads Change Efforts for Continuous Improvement:</b></p> <p>The principal/school leader systematically guides staff through the change process to positively impact the culture and performance of the school.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to identify the importance of the change process with no provision for positively impacting the culture and performance of the school.</p>	<p>The principal/school leader articulates the importance of the change process; however, when change occurs, it is only through random processes.</p>	<p>The principal/school leader implements a change process to ensure continuous school improvement.</p>	<p>goals.</p> <ul style="list-style-type: none"> <li>Lead planning and monitoring efforts.</li> </ul> <p>... and</p> <p>The principal/school leader drives major initiatives that help students become college and career ready.</p> <p>The principal/school leader systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion.</p>
<p><b>1e: Celebrates Accomplishments and Acknowledges Failures:</b></p> <p>The principal/school leader utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The principal/school leader inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The principal/school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>The principal/school leader utilizes failure as an opportunity to improve school culture and student performance.</p>	<p>... and</p> <p>The principal/school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.</p>

## Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>2a: Leverages Human and Financial Resources:</b></p> <p>The principal/school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.</p>	<p>The principal/school leader utilizes systems for allocating human and financial resources that are not transparent.</p>	<p>The principal/school leader designs transparent systems to equitably manage human and financial resources.</p> <p>The principal/school leader ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>The principal/school leader integrates school, LEA, and community resources to maximize the efficiency of school operations.</p> <p>The principal/school leader uses data and feedback to assess the success of funding and program decisions.</p>
<p><b>2b: Ensures a High Quality, High Performing Staff:</b></p> <p>The principal/school leader establishes, supports and effectively manages processes and systems, which ensure a high quality, high performing staff.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to maintain a high performing staff, which is focused on improving student achievement.</p> <p>The principal/school leader fails to address ineffective teaching and staff performance.</p> <p>The principal/school leader fails to provide induction support to all new staff.</p> <p>The principal/school leader fails to select and retain highly qualified personnel.</p>	<p>The principal/school leader inconsistently supervises and evaluates staff.</p> <p>The principal/school leader provides limited support to all new personnel.</p> <p>The principal/school leader inconsistently selects and retains highly qualified personnel.</p>	<p>The principal/school leader supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.</p> <p>The principal/school leader recruits and retains high quality staff that meets the diverse needs of students.</p> <p>The principal/school leader participates with appropriate personnel to select highly qualified staff.</p> <p>The principal/school leader provides induction processes to support all new personnel.</p> <p>The principal/school leader maintains a high performing</p>	<p>... and</p> <p>The principal/school leader proactively recommends decisions regarding hiring, transfers, retention and dismissal.</p> <p>The principal/school leader proactively recognizes quality teaching and establishes it as an example of expected performance.</p> <p>The principal/school leader ties human resources decisions to achieving the vision and goals of the school.</p> <p>The principal/school leader proactively creates additional induction opportunities to support all new personnel.</p>



**Domain 2: Systems Leadership**

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>2c: Complies with Federal, State, and LEA Mandates:</b></p> <p>The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner</p>	<p>The principal/school leader inconsistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and/or complete manner.</p>	<p>staff, which is focused on improving student achievement.</p> <p>The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>The principal/school leader consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<p>...and</p> <p>The principal/school leader presents federal, state and LEA mandates so that such mandates are viewed as an opportunity for improvement within the school.</p> <p>The principal/school leader identifies opportunities for improvement to develop programs derived from the mandates.</p> <p>The principal/school leader implements related programs supported by the school community.</p>

## Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>2d: Establishes and Implements Expectations for Students and Staff:</b></p> <p>The principal/school leader establishes and implements clear expectations, structures, rules, and procedures for students and staff.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to establish clear expectations, structures, rules, and procedures for students and staff.</p>	<p>The principal/school leader utilizes only school rules and procedures required by LEA administration and/or school policy.</p> <p>The principal/school leader inconsistently communicates and enforces expectations, rules, and procedures for students and staff.</p>	<p>The principal/school leader engages students and staff members in developing expectations for learning and improved performance.</p> <p>The principal/school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>The principal/school leader communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<p>... and</p> <p>The principal/school leader empowers staff to monitor their own performance and exceed school-wide expectations.</p> <p>The principal/school leader encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.</p>
<p><b>2e: Communicates Effectively and Strategically:</b></p> <p>The principal/school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.</p>	<p>The principal/school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.</p>	<p>The principal/school leader designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>The principal/school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p>	<p>... and</p> <p>The principal/school leader ensures that staff and stakeholders are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>
<p><b>2f: Manages Conflict Constructively:</b></p> <p>The principal/school leader</p>	<p>The principal/school leader fails to satisfy the component as defined.</p>	<p>The principal/school leader inconsistently implements processes to resolve problems and/or areas of conflict within</p>	<p>The principal/school leader consistently resolves school-based problems/conflicts in a fair, democratic way.</p>	<p>... and</p> <p>The principal/school leader provides conflict management</p>

## Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p>effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.</p>	<p>The principal/school leader fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.</p>	<p>the school. The principal/school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.</p>	<p>The principal/school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.  The principal/school leader implements and reviews solutions that address discordant issues.</p>	<p>and relationship building training for students, staff, and other stakeholders.  The principal/school leader empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate.  The principal/school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms.</p>
<p><b>2g: Ensures School Safety:</b> The principal/school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>The principal/school leader fails to satisfy the component as defined.  The principal/school leader fails to develop and implement a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>The principal/school leader lacks a process for reviewing/revising the school safety plan.  The principal/school leader lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>The principal/school leader reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.  The principal/school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.  The principal/school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<p>... and  The principal/school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.</p>

### Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>3a: Leads School Improvement Initiatives:</b></p> <p>The principal/school leader develops, implements, monitors, and evaluates a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to develop a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.</p>	<p>The principal/school leader develops a school improvement plan; however, the plan lacks clear and consistent processes and systems to improve student achievement.</p>	<p>The principal/school leader develops a school improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <li>• Implement a school improvement plan.</li> <li>• Monitor and evaluate progress toward achieving school improvement goals and student outcomes.</li> <li>• Revise school improvement goals and outcomes based on data analysis.</li> </ul>	<p>... and</p> <p>The principal/school leader incorporates principles of continuous improvement into a school improvement plan, which positively impacts the school's culture and exceeds expectations of student achievement.</p>
<p><b>3b: Aligns Curricula, Instruction, and Assessments:</b></p> <p>The principal/school leader ensures that the adopted curricula, instructional practices, and associated assessments are implemented within a Standards Aligned System. Data are used to drive refinements to the system.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to monitor that the LEA's curricula are being implemented.</p> <p>The principal/school leader fails to engage staff in curricula planning and instruction.</p>	<p>The principal/school leader inconsistently monitors that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>The principal/school leader inconsistently engages staff in curricula planning and instruction.</p>	<p>The principal/school leader consistently ensures that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>The principal/school leader aligns curricula with assessments and instructional material.</p> <p>The principal/school leader engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>The principal/school leader creates opportunities to</p>	<p>... and</p> <p>The principal/school leader engages staff to assess curricula for strengths and weaknesses.</p> <p>The principal/school leader reports data and recommendations to curriculum committee for refinement of the LEA's curricula.</p>

### Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>3c: Implements High Quality Instruction:</b></p> <p>The principal/school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to monitor the effectiveness of professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul>	<p>The principal/school leader inconsistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <p>The principal/school leader inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>The principal/school leader consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <p>The principal/school leader participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>...and</p> <p>The principal/school leader collaboratively works with staff members to:</p> <ul style="list-style-type: none"> <li>• Identify professional development needs based upon observation data.</li> <li>• Plan short and long-term professional development activities to address identified needs based upon observation data.</li> <li>• Monitor performance following professional development to ensure the application of lessons learned.</li> </ul>
<p><b>3d: Sets High Expectations for All Students:</b></p> <p>The principal/school leader holds all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The principal/school leader inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The principal/school leader articulates a belief in high measurable goals for all students and staff.</p> <p>The principal/school leader leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p>	<p>... and</p> <p>The principal/school leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.</p>

### Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>3e: Maximizes Instructional Time:</b></p> <p>The principal/ school leader creates processes which protect teachers from disruption of instructional and preparation time.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to protect teachers from disruption of instructional and preparation time.</p>	<p>The principal/school leader sporadically permits interruptions to instructional and planning time.</p>	<p>The principal/school leader holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p> <p>The principal/school leader implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.</p>	<p>... and</p> <p>The principal/school leader structures the school schedule to increase opportunities for teachers to have collaborative planning time.</p> <p>The principal/school leader systematically monitors the effect of the master schedule on collaborative planning and student achievement.</p>

### Domain 4: Professional and Community Leadership

Principals/school leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement:</b></p> <p>The principal/school leader designs structures and processes, which result in parent involvement and community engagement, as well as support and ownership for the school.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to design structures and processes, which result in a lack of parent involvement and community engagement.</p>	<p>The principal/school leader's efforts for community outreach do not result in meaningful support for teaching and learning.</p> <p>The principal/school leader unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.</p>	<p>The principal/school leader creates systems and engages parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.</p> <p>The principal/school leader collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<p>... and</p> <p>The principal/school leader proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda.</p>
<p><b>4b: Shows professionalism:</b></p> <p>The principal/school leader operates in a fair and equitable manner with personal and professional integrity.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to display honesty in interactions with students, staff, and stakeholders.</p> <p>The principal/school leader fails to recognize student needs and contributes to school practices that result in some students being ill served.</p>	<p>The principal/school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.</p>	<p>The principal/school leader articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>The principal/school leader displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>The principal/school leader actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<p>... and</p> <p>The principal/school leader holds the highest standards of honesty, integrity, and confidentiality.</p> <p>The principal/school leader proactively serves students, seeking out resources when needed.</p> <p>The principal/school leader makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p>

### Domain 4: Professional and Community Leadership

Principals/school leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>4c: Supports Professional Growth:</b></p> <p>The principal/school leader supports continuous professional growth of self and others through practice and inquiry.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.</p>	<p>The principal/school leader implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.</p>	<p>The principal/school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>The principal/school leader plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<p>...and</p> <p>The principal/school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members and self.</p>



**Framework for Leadership/Act 82/PIL Crosswalk**

<b>Domain</b>	<b>Framework for Leadership Components</b>	<b>Alignment with Legislative Categories (Act 82)</b>	<b>Alignment with the Pennsylvania Inspired Leadership (PIL) Program</b>
<b>Domain 1: Strategic/Cultural Leadership</b>	1a: Creates an Organizational Vision, Mission, and Strategic Goals 1b: Uses Data for Informed Decision Making 1c: Builds a Collaborative and Empowering Work Environment 1d: Leads Change Efforts for Continuous Improvement 1e: Celebrates Accomplishments and Acknowledges Failures	Planning and Preparation Planning and Preparation School Environment Delivery of Service Planning and Preparation School Environment School Environment Delivery of Service	Core Standards 1,3 Corollary Standard 3 Core Standard 3 Corollary Standards 3, 6 Corollary Standards 3, 6 Core Standard 1 Corollary Standards 1,2 Corollary Standard 1
<b>Domain 2: Systems Leadership</b>	2a: Leverages Human and Financial Resources 2b: Ensures a High Quality, High Performing Staff 2c: Complies with Federal, State, and LEA Mandates 2d: Establishes and Implements Expectations for Students and Staff 2e: Communicates Effectively and Strategically 2f: Manages Conflict Constructively 2g: Ensures School Safety	Planning and Preparation Delivery of Service Delivery of Service Planning and Preparation Delivery of Service Planning and Preparation School Environment Planning and Preparation School Environment School Environment Planning and Preparation School Environment Delivery of Service	Corollary Standards 2,3, 4 Corollary Standards 2, 3, 4 Corollary Standard 2 Corollary Standard 3 Core Standard 1 Corollary Standard 3 Corollary Standards 2, 3, 4 Core Standard 3 Corollary Standards 2,3
<b>Domain 3: Leadership for Learning</b>	3a: Leads School Improvement Initiatives 3b: Aligns Curricula, Instruction, and Assessments 3c: Implements High Quality Instruction 3d: Sets High Expectations for All Students 3e: Maximizes Instructional Time	Planning and Preparation Delivery of Service Professional Development Planning and Preparation Delivery of Service Planning and Preparation Delivery of Service Professional Development School Environment Delivery of Service Delivery of Service	Core Standard 1 Corollary Standards 1, 2, 3, 4 Core Standards 2, 3 Corollary Standards 1, 3 Core Standard 3 Corollary Standards 1, 3, 6 Core Standards 1, 2, 3 Corollary Standards 1, 3 Core Standard 3 Corollary Standards 2, 3, 4, 5
<b>Domain 4:</b>	4a: Maximizes Professional Responsibilities Through Parent Involvement	Planning and Preparation	Corollary Standards 2, 3, 4, 5

Framework for Leadership/Act 82/PIL Crosswalk			
Domain	Framework for Leadership Components	Alignment with Legislative Categories (Act 82)	Alignment with the Pennsylvania Inspired Leadership (PIL) Program
Professional and Community Leadership	and Community Engagement	School Environment Delivery of Service	
	4b: Shows professionalism	School Environment	Corollary Standards 2, 4, 5
	4c: Supports Professional Growth	School Environment Delivery of Service Professional Development	Core Standard 2 Corollary Standard 6

The following documents were used as reference in the development of this document:

Colorado Department of Education. (November 2011). *Rubric for Evaluating Colorado's Principals and Assistant Principals*. Denver, Co.

Danielson, C. (2011). *Framework for Teaching Evaluation Instrument*. The Danielson Group

Delaware Department of Education. (August 2008). *Delaware Performance Appraisal System*. Dover, DE.

North Carolina Department of Public Instruction. (May 2008). *Principal and Assistant Principal Evaluation Process*. Raleigh, NC.

Pittsburgh Public Schools. (2009). *Administrator Performance Standard Rubric Revised 09-10*. Pittsburgh, PA.

State of Washington: Office of Superintendent of Public Instruction (July 2011). *Teacher and Principal Evaluation Pilot*. Olympia, WA

Tennessee Department of Education. (September 2011). *Tennessee's Principal Evaluation System*. Nashville, TN

## **APPENDIX D**

### **UPPER ADAMS SCHOOL DISTRICT SUMMARY EVALUATIONS**

#### **I. Non-Educational Administrator**

#### **II. Educational Administrator**

Ratings	Description
<b>Commendable - Exceeds Expectations 2.75 – 3.00</b>	- Performance is exemplary in every respect
<b>Above Expectations 2.25 – 2.74</b>	- Performance exceeds expected competence. Results show achievement which contributes to organizational goals and individual professional development plan.
<b>Satisfactory - Meets Expectations 1.75 – 2.24</b>	- Performance meets an expected level of competent successful work.
<b>Marginal - Needs Improvement 1.25 – 1.74</b>	- Occasionally fails to meet expectations; results in some areas that are less than satisfactory
<b>Does Not Meet Expectations 1.00-1.24</b>	- Does not meet minimum requirements; results show deficiencies which seriously interfere with the attainment of job responsibilities.

UPPER ADAMS SCHOOL DISTRICT  
 ACT 93  
**NON-EDUCATIONAL ADMINISTRATOR**  
 SUMMARY EVALUATION  
 Year: \_\_\_\_\_

Administrator's Name \_\_\_\_\_

**PART 1 – Calculated Scores**

	Rating		Multiplier		Weighted Score
Performance Objectives	_____	X	25%	=	_____
District Objectives	_____	X	25%	=	_____
Job Standards	_____	X	50%	=	_____
<b>Final Calculated Score (Sum of Weighted Scores)</b>				=	_____

**PART 2 – Overall Rating**

_____ Exceeds Expectations (2.75 – 3.00)	\$3,000 + COLA
_____ Above Expectations (2.25 – 2.74)	\$2,000 + COLA
_____ Meets Expectations (1.75 – 2.24)	\$1,000 + COLA
_____ Needs Improvement (1.25 – 1.74)	COLA
_____ Unsatisfactory (1.00 – 1.24)	No Increase

**PART 3 – Salary Adjustment**

Current Salary	\$ _____
Merit Increase	+\$ _____
COLA	x _____

Adjusted Salary (beginning July 1, 20\_\_ ) = \$ \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

UPPER ADAMS SCHOOL DISTRICT  
 ACT 93  
**EDUCATIONAL ADMINISTRATOR**  
 SUMMARY EVALUATION  
 Year: \_\_\_\_\_

Administrator's Name \_\_\_\_\_

**PART 1 – Calculated Scores**

	Rating		Multiplier		Weighted Score
Domain Goals (Danielson I, II, III, IV)	_____	X	25%	=	_____
Framework for Leadership and Supporting Evidence	_____	X	25%	=	_____
Job Standards	_____	X	50%	=	_____
<b>Final Calculated Score (Sum of Weighted Scores)</b>				=	_____

**PART 2 – Overall Rating**

_____ Exceeds Expectations (2.75 – 3.00)	\$3,000 + COLA
_____ Above Expectations (2.25 – 2.74)	\$2,000 + COLA
_____ Meets Expectations (1.75 – 2.24)	\$1,000 + COLA
_____ Needs Improvement (1.25 – 1.74)	COLA
_____ Unsatisfactory (1.00 – 1.24)	No Increase

**PART 3 – Salary Adjustment**

Current Salary	\$ _____
Merit Increase	+ \$ _____
COLA	x _____

Adjusted Salary (beginning July 1, 20\_\_ ) = \$ \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PRINCIPAL/SCHOOL LEADER RATING FORM**

PDE 82-2 (7/14)

Last Name	First	Middle
District/LEA	School	
Rating Date	Evaluation (Check One) <input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual	

**(A) Principal/School Leader Observation/Evidence**

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Strategic/Cultural Leadership		25%		0.75
II.	Systems Leadership		25%		0.75
III.	Leadership for Learning		25%		0.75
IV.	Professional and Community Leadership		25%		0.75
<b>(1) Principal/School Leader Observation/Evidence Rating</b>					<b>3.00</b>

*Domain Rating Assignment* 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

**(B) Multiple Measures - Building Level Data, Correlation Data, and Elective Data**

Building Level Score (0 - 107)	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

<b>(3) Correlation Data Rating</b>	
<b>(4) Elective Rating</b>	

**(C) Final Principal/School Leader Effectiveness Rating - All Measures**

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
<b>(1) Observation/Evidence Rating</b>		50%		1.50
<b>(2) Building Level Rating (or substitute)*</b>		15%		0.45
<b>(3) Correlation Data Rating (or substitute)*</b>		15%		0.45
<b>(4) Elective Rating (or substitute)*</b>		20%		0.60
<b>Total Earned Points</b>				<b>3.00</b>

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
<b>Performance Rating</b>	

\* Substitutions permissible pursuant to 22 Pa. Code §§ 19.2(IV)(a)(6), (b)(4), (c)(3), or (d).

Rating: Professional Employee, OR  Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of: \_\_\_\_\_  
(month/day/year) (month/day/year)

Distinguished  Proficient  Needs Improvement  Failing

resulting in a final rating of:

Satisfactory  Unsatisfactory

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

\_\_\_\_\_  
Date Designated Rater / Position: \_\_\_\_\_ Date Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

\_\_\_\_\_  
Date Signature of Employee

**NON TEACHING PROFESSIONAL RATING FORM**

PDE 82-3 (12/14)

Last Name	First	Middle
District/LEA	School	
Rating Date	Evaluation (Check One) <input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual	

**(A) Non Teaching Professional Observation and Practice**

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		25%		0.75
II.	Educational Environment		25%		0.75
III.	Delivery of Service		25%		0.75
IV.	Professional Development		25%		0.75
<b>(1) Non Teaching Professional Observation and Practice Rating</b>					3.00

*Domain Rating Assignment* 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

**(B) Student Performance/Multiple Measures - Building Level Data**

Building Level Score (0 - 107)	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

**(C) Non Teaching Professional Effectiveness Rating - All Measures**

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
<b>(1) Observation and Practice Rating</b>		80%		2.4000
<b>(2) Building Level Rating (or substitute)*</b>		20%		0.6000
<b>Total Earned Points (truncated to two decimal places)</b>				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
<b>Performance Rating</b>	

\* Substitutions permissible pursuant to 22 Pa. Code §19.3(IV)(g).

Rating: Professional Employee, OR  Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of: \_\_\_\_\_  
(month/day/year) (month/day/year)

Distinguished  Proficient  Needs Improvement  Failing

resulting in a final rating of:

Satisfactory  Unsatisfactory

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

Date \_\_\_\_\_ Designated Rater / Position: \_\_\_\_\_ Date \_\_\_\_\_ Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

Date \_\_\_\_\_ Signature of Employee \_\_\_\_\_