Addison Northwest
SCHOOL DISTRICT

ADMINISTRATOR

SUPERVISION & EVALUATION

SYSTEM

Addison Northwest School District

Ferrisburgh Central School

Vergennes Union Elementary School

Vergennes Union High School

Components of ANWSD Administrator Supervision and Evaluation System

Part I   SELF ASSESSMENT
This process is used as an opportunity for the administrator to reflect on individual strengths, needs, and areas for professional growth. The self-assessment survey provides baseline information to identify areas of focus. These results can be used in conjunction with past evaluations to set goals for continuous improvement.

Part II   DEVELOP GOALS
Administrators will set 3-4 professional goals one of which may be a personal / wellness goal. Goals will be written using the SMART Goal format and be geared towards improving student learning through teacher development, strategic actions, and community engagement. Goals need to be submitted no later than October 1st.

Part III   EVIDENCE COLLECTION
Throughout the year the administrator and Superintendent will review evidence of goal attainment through direct observation of the administrator conducting meetings or professional development, and through the review of artifacts such as meeting agendas, school action plans, data meetings, or other sources. In addition, teacher evaluation documents and walk-through forms will be regularly reviewed and discussed.

Part IV   SURVEY
Faculty and Staff will be anonymously surveyed in the Spring using the PRINCIPAL PERFORMANCE FEEDBACK form. These results are shared only with the administrator and Superintendent to provide an opportunity for reflection and further goal setting. In addition, the SCHOOL CLIMATE survey shared with students and their families provides additional for reference   and   review.

Part V   ADMINISTRATOR MEETINGS
Administrators and the Superintendent will meet on a regular schedule throughout the school year to discuss progress towards goal attainment. Agendas and notes of these meetings are kept in DRIVE and shared with the administrator and Superintendent. The purpose of these meetings is to promote the success of the administrator and the success of the ANWSD   students.

Part VI   SUMMATIVE EVALUATION
A summative evaluation with the Superintendent will occur before June 30th. The purpose of this meeting is to review your goals, evidence, survey results, and a reflective summary of your accomplishments. Following this meeting, a written summary will be developed by the Superintendent and shared with the administrator prior to placement in the employee's permanent file.

Part VII   RESOURCES
ANWSD administrators are provided resources and professional development to promote their success as school leaders. All new administrators will have a mentor for at least 2 years. The mentor will be one from the list of recommended and nationally trained mentors through the VT Principals' Association. Any Administrator can request additional support in the form of coaching or other forms of professional development as needed.

Administrator's Name:

STANDARD 1:   MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Develop an educational mission for the school to promote the academic success and well-being of each student.				
● In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.				
● Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.				
● Strategically develop, implement, and evaluate actions to achieve the vision for the school.				
● Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.				
● Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.				
● Model and pursue the school's mission, vision, and core values in all aspects of leadership.				

Additional Comments:

STANDARD 2:   ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.				
● Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.				
● Place children at the center of education and accept responsibility for each student's academic success and well-being.				
● Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.				
● Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.				
● Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.				

Additional Comments:

STANDARD 3:   EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.				
● Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.				
● Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.				
● Develop student policies and address student misconduct in a positive, fair, and unbiased manner.				
● Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.				
● Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.				
● Act with cultural competence and responsiveness in their interactions, decision making, and practice.				
● Address matters of equity and cultural responsiveness in all aspects of leadership.				

Additional Comments:

STANDARD 4:   CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.				
● Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.				
● Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.				
● Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.				
● Promote the effective use of technology in the service of teaching and learning.				
● Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.				
● Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.				

Additional Comments:

STANDARD 5:   COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.				
● Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.				
● Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.				
● Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.				
● Cultivate and reinforce student engagement in school and positive student conduct.				
● Infuse the school's learning environment with the cultures and languages of the school's community.				

Additional Comments:

STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	Highly Effective	Effective	Developing	Ineffective
● Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.				
● Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.				
● Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.				
● Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.				
● Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.				
● Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.				
● Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.				
● Promote the personal and professional health, well-being, and work-life balance of faculty and staff.				
● Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.				

Additional Comments:

STANDARD 7:   PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.				
● Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.				
● Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.				
● Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.				
● Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.				
● Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.				
● Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.				
● Promote the personal and professional health, well-being, and work-life balance of faculty and staff.				
● Encourage faculty-initiated improvement of programs and practices.				

Additional Comments:

STANDARD 8:   MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Are approachable, accessible, and welcoming to families and members of the community.				
● Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.				
● Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.				
● Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.				
● Create means for the school community to partner with families to support student learning in and out of school.				
● Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.				
● Develop and provide the school as a resource for families and the community.				
● Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.				
● Advocate publicly for the needs and priorities of students, families, and the community.				
● Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.				

Additional Comments:

STANDARD 9:   OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	Highly Effective	Effective	Developing	Ineffective
● Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.				
● Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.				
● Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.				
● Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.				
● Protect teachers' and other staff members' work and learning from disruption.				
● Employ technology to improve the quality and efficiency of operations and management.				
● Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.				
● Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.				
● Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.				
● Develop and manage productive relationships with the central office and school board.				
● Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.				
● Manage governance processes and internal and external politics toward achieving the school's mission and vision.				

Additional Comments:

STANDARD 10: SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

Effective leaders:	*Highly Effective*	*Effective*	*Developing*	*Ineffective*
● Seek to make school more effective for each student, teachers and staff, families, and the community.				
● Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.				
● Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.				
● Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.				
● Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.				
● Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.				
● Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.				
● Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.				
● Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.				
● Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.				

Additional Comments:

In the space below, please write your written reflection, indicating areas of needed emphasis, growth, and improvement (the space will expand as you type):

In the space below, generate four self-improvement goals to be undertaken during this degree program. Each goal is to include the following:

- **A goal statement and its relationship to one or more of the Standards**
- **Anticipated activities that will lead to the accomplishment of the goal**
- **Evidence that will demonstrate attainment of the goal**
- **Targeted date of completion for the goal**

Addison Northwest
SCHOOL DISTRICT

PROFESSIONAL GROWTH PLAN for ADMINISTRATORS

Administrator:_____**____**   **School**:_____

Supervisor:_____**_____Plan Dates**:_____to_____

_____

Tier: ☐ Novice   ☐ New to ANWSD   ☐ Experienced

Goal	Description of Goal	Sample Performance Indicators	Ties to CIP	Ties to Professional Standards
Goal #1				
Goal #2				
Goal #3				
Goal #4				

[Addison Northwest School District](#)

ADMINISTRATOR PERFORMANCE FEEDBACK

I appreciate your willingness to provide feedback. Please complete this form by checking the box that best fits the item. At the end of the form is a comment box. Thank you in advance for your time and effort. Please submit by MAY 25, 2018
Please indicate which school (administrator) you work for:
(VUHS staff may submit the survey twice - once for each administrator)

o ○ Addison Central School

o ○ Ferrisburgh Central School

o ○ Vergennes Union Elementary School

o ○ Vergennes Union High School - Principal

o ○ Vergennes Union High School - Assistant Principal

o ○ ANWSD - Director of Student Support Services

Please check the employment classification to which you belong:

o ○ Teacher

o ○ Support Staff

o ○ Other: [   ]

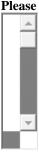**LEADERSHIP**
1=Almost Never 2=Seldom 3=Frequently 4=Usually 5=Almost Always NA=Not Applicable/Not Aware

	1	2	3	4	5	NA
Shows interest and enthusiasm towards work	○	○	○	○	○	○
Communicates a vision of school or program effectiveness	○	○	○	○	○	○
Makes and communicates decisions in a timely manner	○	○	○	○	○	○
Functions effectively under pressure	○	○	○	○	○	○
Demonstrates the initiative and persistence needed to accomplish goals and objectives	○	○	○	○	○	○
Fosters a positive climate	○	○	○	○	○	○
Demonstrates a sense of humor	○	○	○	○	○	○
Follows appropriate board policy and district procedures	○	○	○	○	○	○
Demonstrates enthusiastic commitment to school improvement	○	○	○	○	○	○

	1	2	3	4	5	NA
Creates a sense of trustworthiness when interacting with staff and others	○	○	○	○	○	○
Demonstrates foresight into future issues of programming, training and student needs	○	○	○	○	○	○

COMMUNICATION
1=Almost Never 2=Seldom 3=Frequently 4=Usually 5=Almost Always NA=Not Applicable/Not Aware

	1	2	3	4	5	NA
Encourages staff members to raise questions and express opinions	○	○	○	○	○	○
Expresses ideas smoothly and articulately	○	○	○	○	○	○
Communicates effectively in writing and clearly expresses his/her thoughts and ideas	○	○	○	○	○	○
Ensures that staff is adequately informed about state or district issues	○	○	○	○	○	○

INTERPERSONAL SKILLS
1=Almost Never 2=Seldom 3=Frequently 4=Usually 5=Almost Always NA=Not Applicable/Not Aware

	1	2	3	4	5	NA
Uses patience, understanding, consideration, and courtesy in personal interactions	○	○	○	○	○	○
Communicates in a positive, tactful manner with staff and others	○	○	○	○	○	○
Demonstrates positive relations with students	○	○	○	○	○	○
Demonstrates effective public relations skills in the community	○	○	○	○	○	○

STAFFING/INTERACTIONS
1=Almost Never 2=Seldom 3=Frequently 4=Usually 5=Almost Always NA=Not Applicable/Not Aware

	1	2	3	4	5	NA
Promotes and encourages professional growth (i.e.: workshops, courses, conferences)	○	○	○	○	○	○
Demonstrates support for staff	○	○	○	○	○	○
Is accessible to staff	○	○	○	○	○	○
Provides adequate opportunity for input from staff in areas of concern for those staff members	○	○	○	○	○	○
Treats staff members fairly	○	○	○	○	○	○
Provides feedback following classroom observations to help staff grow professionally	○	○	○	○	○	○

Carries out summative evaluation process in a manner that encourages growth	○	○	○	○	○	○
Facilitates meetings in a manner that develops consensus	○	○	○	○	○	○
Demonstrates a sound understanding of effective instructional techniques	○	○	○	○	○	○
Collaborates with staff in developing meaningful in-service opportunities	○	○	○	○	○	○

Please provide any additional feedback or suggestions to the administrator in terms of leadership effectiveness.

Addison Northwest
SCHOOL DISTRICT

Administrator Reflection Form

PLEASE ANSWER THE FOLLOWING PROMPTS

Please reflect on your goals. Did you accomplish what you wanted to accomplish? Why or why not?

Do you have sufficient evidence of goal attainment?

What would you do differently if you set the same goals next year?

What did you learn from the survey results and how will you use these results in developing goals for the next year?

What could your supervisor done differently to support you in your role as Instructional Leader?

Addison Northwest
SCHOOL DISTRICT

Administrator Summative Evaluation

YEAR:_____

ADMINISTRATOR:_____
_____POSITION:_____

EVALUATOR:_____DATE:_____

Commendations:

Recommendations:

_____   _____
Administrator Signature   Date

_____   _____
Supervisor Signature   Date

 NOTE: Administrator may affix additional information to this evaluation report should they so desire.

SMART Goal Template

A SMART goal meets the criteria of the terms of the acronym SMART: Specific, Measurable, Attainable, and Relevant.

Acronym	Description	Developing SMART Goals
S	Specific	Goals are clear, detailed and unambiguous. A specific goal will usually answer the five "W" questions: ● What: What do I want to accomplish? ● Why: Specific reasons, purpose or benefits of accomplishing the goal. ● Who: Who is involved? ● Where: Identify a location. ● Which: Identify requirements and constraints.
M	Measureable	This term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether progress toward successful completion is being made. A measurable goal will usually answer questions such as: • How much? • How many? • How will I know when it is accomplished?
A	Attainable	This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter in order to achieve it, the goal is not extreme. An attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals. An attainable goal will usually answer the question: • How: How can the goal be accomplished?
R	Relevant	A relevant goal must represent an objective that the goal-setter is willing and able to work towards. A relevant goal will usually answer the question: ● Does this seem worthwhile?
T	Time-Bound	The fifth term stresses the importance of giving goals a target date. A commitment to a deadline helps focus efforts on completion of the goal on or before the due date. Timeliness is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization. A timely goal will usually answer the question: ● When? ● What can I do 6 months from now? ● What can I do 6 weeks from now? ● What can I do today?

Writing SMART Goals -- Template

The following template will help in the writing of a SMART Goal:

(I or accountable party) will (action word/s) (object of the goal) by (time) for the purpose of (relevance/results).

Examples of a SMART Goal Using the Template Format

I will complete walk-throughs in all classrooms by December 1, 2019, and a second-round by March 1, 2020 in order to provide formative feedback to staff in reference to domains 2 and 3 regardless of whether or not they are in their formal evaluation cycle.

I will conduct 3 parent forums related to Goal _____ from our CIP to improve understanding and support for our work on or before March 1, 2020. I will solicit feedback from parents in reference to these sessions both in advance and again after each session to ensure communication is effective.