



### CERTIFICATED ADMINISTRATIVE PERSONNEL EVALUATION

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_ Interim: \_\_\_ Final: \_\_\_

Developing: 1<sup>st</sup> Year \_\_\_ 2<sup>nd</sup> Year \_\_\_ School/Office: \_\_\_\_\_

Experienced: 3<sup>rd</sup> Year \_\_\_ Total Years of Administrative Service \_\_\_\_\_

Explanation of Rating Symbols		
<b>P</b>	<b>Proficient:</b>	Meets or exceeds expectations of Long Beach Unified School District
<b>D</b>	<b>Developing:</b>	Does not yet meet the Long Beach Unified School District expectations, but has potential for improvement
<b>U*</b>	<b>Unsatisfactory:</b>	Performance is not of the quality acceptable for reemployment in the district
<b>*Comments Required</b>		

#### 1. Instructional Leadership

- Creating a results-oriented culture in which data are used to set goals, inform decision making, allocate resources and guide professional development
- Collecting, analyzing and using appropriate data to track progress and expecting the same of all teachers
- Formulating a long-range plan to address achievement gap data
- Identifying, developing, implementing and evaluating interventions for students who are not achieving
- Ensuring the appropriate placement of students based upon their needs
- Determining differentiated and long-range professional development plans to ensure that each teacher develops skills to enable all students to achieve standards
- Presenting a variety of staff development offerings in small and whole group settings
- Recognizing and developing leadership in others through various means such as mentoring, empowering, delegating and sharing responsibility
- Monitoring and reinforcing the Essential Elements of Effective Instruction (EEEI)
- Monitoring and supplying curricular materials to ensure attainment of content standards
- Knowing the strength and needs of individual teachers and identifying instructional practices, patterns and trends by visiting classrooms regularly
- Providing regular feedback to teachers on their instructional competencies and professionalism
- Evaluating teacher performance in accordance with district guidelines
- Facilitating and supporting collaboration among staff across grade-levels, departments, teams and classrooms within the school and with other schools

P = Proficient

D = Developing

U\* = Unsatisfactory

Comments:

## 2. Operational Leadership

- Maintaining discipline and order in accordance with state and district guidelines
- Managing daily school operations and handling crises
- Accessing district personnel and resources to provide a safe and efficiently run plant
- Allocating and managing finances/resources
- Having procedures in place to comply with district, state and federal program requirements
- Ensuring that district guidelines and procedures are followed in the evaluation of all employees

P = Proficient

D = Developing

U\* = Unsatisfactory

Comments:

## 3. Public Leadership

- Developing an effective system for communicating and collaborating with families
- Responding to diverse community interests and needs to ensure racial harmony
- Making timely decisions about the use of community resources
- Recognizing and celebrating the contributions of school staff and community members
- Managing curricular and extra-curricular parent/community programs and activities
- Actively participating in a community service organization

P = Proficient

D = Developing

U\* = Unsatisfactory

Comments:

## 4. Disposition of a Leader

- Articulating, demonstrating and modeling a belief system that holds high expectations for students, staff and others who influence students
- Making all decisions based on the best interests of children with integrity and fairness
- Interacting with students regularly in and out of classrooms to cultivate and assess school climate
- Initiating, innovating and being receptive to new ideas in addressing school needs and involving key people in the implementation of change
- Demonstrating decisive and skillful acts, handled with diplomacy when dealing with problem employees, including those who are loyal, but incompetent or ineffective
- Developing effective working relationships with staff, parents and community by adjusting management style to meet diverse needs
- Using good timing and common sense to fulfill administrative tasks
- Continuing to grow professionally by participating in professional development
- Attending to the personal wellness of oneself and others

P = Proficient

D = Developing

U\* = Unsatisfactory

Comments:

**Comments on Overall Performance:**

**Areas of Needed Improvement and Specific Suggestions for Next Steps:**

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Signature of Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

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Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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Signature of Other Participants/Support Personnel \_\_\_\_\_ Date \_\_\_\_\_

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Signature of the Assistant/Deputy Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Continued Service:       Recommended       Not Recommended

A copy of this "Certificated Administrative Personnel Evaluation" will be placed in your personnel file. You have the opportunity to review and comment thereon in accordance with Education Code Section 44031. Ten (10) days from the date of this "Certificated Administrative Personnel Evaluation," this document and your written response, if any, will be placed in your personnel file.