Multidimensional Administrator Performance Appraisal (MAPA)

_____

Administrator Name

_____

Position

_____

Location

Appraisal Period _____ **to** _____

                        To   From

Rating Official _____   **Reviewing Official** _____

                      Name   Name

_____   _____

                      Position   Position

Rubrics

GOAL 1. STUDENT ACHIEVEMENT

Student Achievement: The administrator works with the school community to review data from multiple sources to monitor progress and foster continuous growth of all students under the DoDEA Community Strategic Plan and following the adopted curricular standards.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
1.1 Improves Student Achievement	Student achievement is strengthened as the administrator consistently communicates detailed goals and strategies that support leadership, curriculum, and teaching. Colleagues seek the administrator's input as they refine leadership practices, coach teachers, and implement new initiatives. Data is used purposefully as the administrator focuses on achievement for all students. Record review of multiple indicators reveals consistent student achievement. Effective interventions are designed and implemented in response to emerging challenges; focused monitoring is followed by publicizing improved results.	Goals and strategies based on analysis of data reflect a clear relationship between actions of teachers and leaders and the impact on student achievement. Results show progression toward improvements based on these leadership initiatives.	The administrator is involved in data-driven decision making and professional development, and there is partial evidence of changes based on data. The administrator uses data to make changes in instructional and leadership practices based on data. Data is available and both administrator and teachers refer to it in order to make decisions regarding curriculum and instruction.	Specific goals with identified indicators of success do not guide the work of the administrator. Success is attributed more to students than to specific administrator behaviors or decisions. Data indicates low student achievement or an increase in the achievement gap.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
1.2 Uses student achievement data to make instructional leadership decisions	The administrator utilizes DoDEA, district, school and classroom data to make decisions regarding purposeful and observable changes in instruction, curriculum, professional development, scheduling, and other leadership decisions.	The administrator uses data to make changes in instructional and leadership practices based on data. Data is available and both administrator and teachers refer to it in order to make decisions regarding curriculum and instruction.	The administrator participates in data-driven decision making and professional development. There is limited evidence of changes based on data.	The administrator makes few changes in professional development, instruction, or leadership based on data.
Leadership	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

Objective				
1.3 Understands student requirements and academic standards	The administrator provides staff development and has built in regularly scheduled time for staff to examine student achievement data and review of student work. Staff is involved in reviewing research related to standards, curriculum, and instruction. Examples of student work are visible throughout the building.	The administrator has built in time for staff to address student achievement data and review of student work. Time is also allocated for review of research based programs and planning of instruction. Examples of student work are visible throughout the building. Understanding of academic standards is evident.	Although the administrator provides training for standards-based student performance and is aware of the need for data analysis, the connection between standards and student performance is unclear.	The administrator shows little evidence of understanding student requirements and academic standards. Teachers are given little administrative guidance regarding classroom curriculum and allowed to teach at their own discretion.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
1.4 Observes instructional practices to ensure effective delivery of instruction	The administrator monitors and evaluates instruction, has high expectations for standards driven delivery of instruction, and holds teachers accountable for classroom practices. The administrator supports teacher implementation of innovative and research- based strategies to improve student achievement. Where new challenges emerge, the administrator highlights needs, provides resources, creates effective interventions and reports and shares improvement results with staff and other administrators. The administrator delegates tasks and authority where feasible to concentrate on building instructional priorities. Time is used effectively and the administrator arranges the school day and activities in ways that optimize teacher-student engagement or productive time in the classroom.	The administrator observes and evaluates instruction and holds teachers accountable for high standards in the delivery of instruction. The administrator delegates tasks and authority where feasible to concentrate on building priorities. Time is used effectively and the administrator arranges the school day and activities in ways that optimize teacher-student engagement or productive time in the classroom.	The administrator observes instruction, delegates tasks and authority where feasible. The administrator attempts to minimize distractions to the academic program. The administrator does not analyze time use in the building, and time is poorly managed to optimize teacher-student engagement.	The administrator does not prioritize use of time or allocate time for observing and monitoring the academic program. The administrator allows other issues to consume time, and does not manage time use in the building. Time is poorly used and teachers are not shielded from distractions that decrease the amount of productive time in the classroom.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

1.5 Personal participation in leading professional development focused on improving student achievement	This administrator meets all the criteria for "proficient" performance, plus is an active participant in teacher led professional development. This administrator demonstrates a commitment of time and resources, and is willing to plan and facilitate professional development activities.	The administrator prioritizes topics and time in faculty meetings so that time is spent on professional development activities. The leader personally leads professional development multiple times each year.	The administrator sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with staff.	The administrator generally acquires little new information and displays little or no evidence of new learning or sharing that learning with colleagues.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
1.6 Bases decisions on improved student achievement when determining teacher assignment, course content, schedule, and student curriculum	The administrator specifically documents examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The administrator assists other school administrators in other schools to improve their data-analysis skills.	The administrator uses multiple data sources, including DoDEA, district, school, and classroom assessments, and has at least three years of data. The administrator systematically examines data at the subgroup level to find strengths, challenges and achievement gaps.	The administrator is aware of system and district results, has discussed those results with staff, but has not linked specific decisions to the data.	The administrator has little awareness or interest in the data.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

1.7 Links decisions to vision, mission and school improvement plan priorities.	The vision, mission, and school improvement plan are clearly visible to visitors, staff, and students; and can be described by stakeholders. Positive feedback from stakeholders is a result. The vision, mission, and school improvement plan are routinely referenced in making decisions, and guidelines for effective decision-making are written to reduce unnecessary confusion and delays.	The administrator's decisions are consistent with the vision, mission, and school improvement plans of the organization.	The administrator's vision, mission, and school improvement plans are visible, but weakly associated with administrator decisions.	The administrator does not model the organization's vision, mission, or plans for school improvement.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
1.8 Uses technology to improve teaching and learning	In addition to meeting the criteria for proficient performance, the administrator serves beyond the scope of job responsibilities, as a model for technology implementation that adds value to the organization. The links between technology implementation and learning success are clear and public. The administrator coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.	The administrator uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives. The administrator makes technology decisions to optimize effectiveness, securing technical assistance for his own learning for routine use, delegating complex technology, and forming teams to study and recommend technology changes for students and staff.	The administrator is personally proficient in technology and an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The administrator displays little personal competence in technology applications. The administrator does not link the installation of technology to specific teaching and learning objectives.

COMMENTS:

GOAL 1 RATING:	☐ **Exemplary**	☐ **Proficient**	☐ **Progressing**	☐ **Not Meeting Objective**

GOAL 2. MANAGEMENT

Management: Administrators will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest level; and facilitate a safe environment conducive to optimum student achievement.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
2.1 Provides fiscal responsibility by completing assigned tasks on schedule and within budget.	The administrator maximizes resources of time and money and proactively redirects those resources to help the organization achieve the goals of the DoDEA Community Strategic Plan. The administrator maximizes processes to use existing funds to increase capacity through a variety of resources in order to increase student achievement.	The administrator effectively uses available funds to meet the goals of the DoDEA Community Strategic Plan. The administrator effectively manages complex tasks, meets deadlines, keeps budget commitments, and eliminates fraud, waste and abuse. The administrator effectively directs funds to increase student achievement.	The administrator sometimes completes assigned tasks on schedule, but exceeds the budget; or meets the budget, but fails to complete tasks within the assigned schedule. The use of fiscal resources is not optimized.	The administrator misses completing assigned tasks on schedule and does not remain within budget.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
2.2 Uses sound judgment and techniques to manage supplies, events, equipment, and procurement	The administrator maximizes sound judgment and management techniques to provide for the logistical needs of the school and to meet the goals of continuous school improvement and the DoDEA Community Strategic Plan. Activities and non-routine events are well-coordinated and ensure optimum effectiveness that enhance the instructional program. The administrator optimizes resources to enhance student achievement through a data driven prioritized resource plan.	The administrator uses sound judgment and management techniques to provide for the logistical needs of the school and to meet the goals of continuous school improvement and the DoDEA Community Strategic Plan. The administrator effectively implements and monitors procurement programs, supply operation and property accountability. The administrator ensures that support services are efficient and coordinated with minimal disruption to the instructional program.	The administrator provides for the logistical needs of the school and its activities. Administrative support services are functional but not operating at optimal effectiveness. Activities and non-routine events are generally well-coordinated.	The administrator provides for the logistical needs of the school, but support services are generally poorly organized. Requests and administrative tasks are not consistently implemented. Activities or non-routine events are not well-coordinated.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

2.3 Manages facilities and district property and oversees school safety and security programs	The administrator develops and implements innovative solutions to maximize safety and maintain facilities. Innovative solutions are shared beyond the school level.	All facilities supervised by the administrator are maintained and reflect a sense of order. The administrator ensures regular maintenance, safety and security inspections of the school facility, and complies with health and safety standards.	The administrator supports maintenance standards for the facilities. The administrator provides a safe and secure facility for staff but shows little initiative to consistently improve health and safety programs and conditions.	Facilities receive little attention to the point that safety, security, and health issues arise, adversely impacting the teaching and learning environment.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
2.4 Manages school information technology systems	The administrator coaches the staff on how to fuse technology and educational programs to improve organization and school success. The links between technology implementation and learning success are transparent. The administrator serves as a model for technology implementation.	The administrator excels in the use of technology and links technology initiatives of the organization to specific DoDEA Community Strategic Plan goals. The administrator exhibits a mastery of administrative and educational software necessary to support educational programs.	The administrator is competent in technology and is knowledgeable of scheduling and reports that can be generated from a student information system.	The administrator displays little personal competence in technology.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
2.5 Manages human resources and administrative support operations	The administrator is creative in expanding the pool of applicants and works closely with human resources to improve diversity and staff excellence. The administrator promotes leadership opportunities and develops future leaders who are recognized and have impact beyond the school. The administrator maximizes the hiring of qualified staff to increase student achievement.	The administrator works closely with human resources to anticipate and meet staffing needs. The administrator seeks to hire, and promote a qualified, competent, and diverse staff. The administrator ensures that performance management and evaluations are completed in a timely manner. The administrator motivates and inspires staff to high levels of achievement.	The administrator works closely with human resources staff to meet staffing needs, but does not proactively anticipate needs. Actions meet legal and ethical standards. Administrative support generally meets school and staff needs.	The administrator does little to anticipate human resource needs or take timely action to staff the school with competent employees. The administrator poorly provides teachers or staff with needed administrative services.

COMMENTS:

GOAL 2 RATING:	☐ Exemplary	☐ Proficient	☐ Progressing	☐ Not Meeting Objective

GOAL 3. CONTINUOUS PROFESSIONAL DEVELOPMENT

Continuous Professional Development. The administrator engages the educational community, faculty, and staff in planning and implementing professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
3.1 Provides formal and informal feedback to staff or colleagues with the exclusive purpose of improving individual and organizational performance	The administrator uses a variety of innovative techniques to provide positive and helpful feedback. The administrator recognizes and praises staff/colleagues in timely and specific ways. This recognition is accurate and well-balanced.	The administrator gives formal and informal feedback that focuses on commendable performance and recognizes the strengths of the staff. Positive and corrective feedback is linked to organizational goals and specific examples are cited in order to improve organizational and teaching performance.	The administrator provides formal and informal feedback. Feedback is limited in detailing specifics for organizational and teaching improvement.	The feedback from the administrator is rare. When feedback is given, formal feedback is nonspecific and informal feedback is focused more on negative behavior than positive behavior.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
3.2 Provides opportunities for staff members	The administrator focuses on the unique strengths, skills, and leadership abilities of teachers. The administrator seeks specific opportunities for professional growth which capitalizes on individual strengths and abilities. The administrator assigns tasks and responsibilities to develop individual leadership potential.	The administrator researches, provides and encourages teachers to participate in appropriate and valuable professional growth. The administrator advocates for resources that allow professional development.	The administrator expects teachers to seek their own professional development activities and uses a "hands-off" approach.	Participation in staff development activities is not encouraged by the administrator.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

3.3 Models coaching and mentoring	The administrator is viewed by the staff as a competent and helpful mentor who models and implements best practices in staff development. The administrator offers improvement strategies and expects accountability in performance in a professional standards-based learning environment. Action research is evident in content and process. Others are trained and coached on successful observation strategies by the administrator.	The administrator encourages innovative teaching practices and strategies. The administrator supports action research for new approaches to instructional improvement. Regular and frequent observations are used as coaching and mentoring opportunities for professional development and improvement of classroom performance.	The administrator completes the observation process and identifies some effective teaching strategies, but needs to help teachers develop best practices to further improve their instructional effectiveness.	Classroom observations are viewed by the administrator as an obligation. There is little evidence of using observations as a way to provide coaching and mentoring for the purpose of improving instruction.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
3.4 Plans remediation or improvement	The administrator takes specific steps to help teachers improve their performance and grow professionally. The administrator clearly communicates strengths, identifies deficiencies in teaching, and provides specific suggestions on ways to improve. Follow-up and feedback is consistently shared with teachers. Mentors, coaches and other support are provided to help identified teachers be successful. The administrator collaborates with other administrators to identify, develop and implement ways to improve teacher performance that supports highest student achievement.	The administrator clearly communicates strengths and deficiencies in teaching. Specific suggestions on ways to improve are offered. The administrator develops a professional improvement plan (PIP) for non-proficient teachers, specifically identifying the performance criteria required for success. Steps are taken to remediate or remove teachers who fail to improve and are not meeting the needs of students. Clear procedures are followed and supervisors are kept informed about teachers on improvement plans or PIP's. Actions are legally sound.	The administrator communicates strengths and deficiencies with teachers who are not proficient. The administrator's improvement plans may not provide appropriate support or training to help identified teachers become more successful. An improvement plan is initiated only for the teachers who struggle the most.	The administrator designs an improvement plan only to facilitate the removal of a staff member. The administrator is disinterested in providing the level of support required to implement a PIP. The administrator allows non-proficient teachers to continue to teach without requiring improvement. Specific support or training to help teachers become more successful is not provided.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

3.5 Plans and delivers effective training	The administrator uses multiple resources to identify areas of need and assists in the creation and delivery of improvement activities. A continual and purposeful staff development program supports the school's goals and positively affects student achievement. The program is engaging and staff collaboration is encouraged. The gathering of data and feedback on staff development is systemic; results are shared and used to continually improve training and to meet end goals.	The administrator identifies areas for improvement and is directly involved in the creation and delivery of staff development that supports the goals of the school. Staff development sessions are engaging. Staff members' strengths and outside of school (DSO, Area, HQ) resources may be used to support staff development activities. Personal reading, learning, and teaching of educational research trends are used to develop trainings.	Current issues and trends form the basis for the staff development program that the administrator develops. Educational research drives training topics which may not be aligned with the school's goals or meet the staff's needs. Training is not engaging.	The administrator shows a lack of planning, reading of research, or knowledge of adult learning theory. There is no clear connection to the School Improvement Plan.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
3.6 Implements an Instructional Leadership Plan (ILP)	The implementation of the plan shows significant progress. The administrator shares the results of plan outside the school community to identify and replicate effective practices in the organization.	The administrator develops and implements an ILP based on analyzed data relevant to a specific need. The ILP contains all components in accordance with the specified guidelines. The plan is modified through on-going assessment and results are measurable and observable.	The administrator develops and implements an ILP, but does not completely analyze data or base the plan on established needs. The ILP misses major components specified in the guidelines.	The administrator has an approved ILP but does not successfully implement the plan. The administrator has shown little or no growth toward the ILP objective for two (2) consecutive years.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*

3.7 Promotes continuous learning	The administrator promotes in meaningful and purposeful ways an environment of life-long learning. The administrator encourages teachers to continually design improved lessons and try new approaches, while allowing them to make mistakes in the pursuit of excellence. As a result, a work environment is created in which staff members are able to share and learn with colleagues. A professional resource center is created or maintained that staff members use to stay current on classroom strategies and pedagogy. The administrator remains current on educational issues and best practices through extensive personal reading and/or involvement of educational research.	The administrator actively promotes life-long learning. Space and opportunities for staff members to meet and discuss professional issues is provided by the administrator. The administrator recognizes learning opportunities, encourages faculty members to participate in them, and provides some professional literature and electronic media for members to stay current on classroom strategies and pedagogy.	Some space and opportunities are provided for staff members to meet and discuss professional issues. Some professional literature and resources are made available to the staff by the administrator. Life-long learning is not actively promoted by the administrator.	The administrator provides little opportunities for teachers to meet and discuss professional issues. There are few resources to stay current with educational strategies and trends made available to staff at the building level. The administrator does little to encourage teachers to improve their educational skills.
Leadership Objective	☐ ***Exemplary***	☐ ***Proficient***	☐ ***Progressing***	☐ ***Not Meeting Objective***

3.8 Professional development	The administrator develops and implements a multi-faceted equitable program of staff development for educators and support staff. The administrator creatively uses traditional and non-traditional models to meet the learning styles of adults. Staff days are efficiently used to support school, district and DoDEA priorities in accordance with the school improvement plan (SIP) and the Community Strategic Plan (CSP). The administrator actively shares knowledge and skills and involves educators in identifying professional development needs based on student achievement and assessment data. The professional development program exhibits a culture of continuous learning and improvement throughout the staff.	The administrator leads the development and implementation of a systematic professional development program to address SIP and CSP goals. The administrator uses program evaluation results to improve staff development efforts. The administrator supports staff participation in internal and external professional development opportunities. The administrator actively participates in learning activities and professional development initiatives.	The administrator has implemented a professional development program but the program is not fully aligned with the SIP and CSP. The professional development program is not fully responsive to student achievement data and assessments. The administrator supports and provides professional development opportunities but does little to promote innovative practices.	Professional development activities are present but there is little systemic program to identify needs and direct efforts. Professional development is not tailored to address SIP needs or deficiencies identified by analysis of student achievement data and assessment results. The administrator does little to actively share knowledge and skills, and there is little or no innovation present.

COMMENTS:

GOAL 3 RATING:	☐ **Exemplary**	☐ **Proficient**	☐ **Progressing**	☐ **Not Meeting Objective**

GOAL 4. PARTNERSHIPS and COMMUNICATION

Partnerships and Communication: The administrator uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations. The administrator engages the school community in developing and maintaining a student-centered vision for education.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
4.1 Analyzes feedback from constituents	The administrator provides a forum for communication for all constituents. The administrator is perceptive to needs and reacts appropriately. Plans are developed through the analysis and monitoring of data.	Observations and documentation clearly show that the administrator values input from a well established communication plan which facilitates constructive and open exchanges of ideas from a variety of sources.	The administrator is perceived to listen effectively. Evidence does not support that information from a variety of sources is analyzed and/ or incorporated into the decision making process.	The administrator relies on personal feelings and interpretation of situations and attempts to solve issues or make decisions with little consideration of input from other sources.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
4.2 Engages in two-way communication with students	The administrator has a functional system in place to listen to students. This may include input from focus groups, student leadership organizations, and numerous informal and formal student conferences. Conversations and input from students reveal that they perceive that the administrator listens and is open to their ideas.	The administrator consistently demonstrates care and concern for students as individuals, greets many by name, initiates and is receptive to their feedback. The administrator is highly visible throughout the school day and during school events.	The administrator knows many students by name. The administrator's daily schedule is planned for availability to students to facilitate conversations and interactions.	The administrator knows few student names and isn't readily available to students. The students do not have a relationship or have little interaction with the administrator.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
4.3 Engages in two-way communication with faculty and staff	The administrator listens and responds to faculty and staff. The administrator holds meetings with individuals from all departments, grade levels and committees. Faculty and staff report that the administrator is open and receptive to their informal and formal discussions.	The administrator's meetings and interactions with staff include open two-way discussions. The administrator provides opportunities for faculty and staff members to have individual meetings. The administrator acknowledges personal and individual contributions that faculty and staff contribute to the school.	Listening is limited to questions during formal whole group meetings. New ideas are not encouraged or solicited.	Large group meetings held by the administrator are informational in nature and do little to include participation or involvement of faculty members.
Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
4.4 Engages in two-way communication with parents and community	The administrator uses multiple forms of communication with parents and community stakeholders, including School Advisory Committees, PTSA, School Board, Command meetings, Town Hall, personal meetings and through electronic communication. Key decisions involve parent and stakeholder input. Parents and stakeholders view their opinions as valued.	The administrator communicates frequently through WebPages, newsletters, e-mails, telephone calls, and meetings and initiates two-way communication. The administrator demonstrates use of information from parents and community members in decision making.	The administrator is accessible and responsive to parents and stakeholders, but they usually initiate the communication.	The administrator provides parents and community members with ineffective or little information on decision making.

Leadership Objective	☐ *Exemplary*	☐ *Proficient*	☐ *Progressing*	☐ *Not Meeting Objective*
4.5 Communicates effectively for change	The administrator recognizes the need for change based on data, is receptive to proposed changes, and develops and implements a structure for the change process. The administrator leads and considers proposals from all constituents while responding appropriately to emotional reactions and challenges associated with the change process. The administrator involves constituents in making decisions and provides on- going communication.	Routine communication is provided to all constituents on the instructional program which facilitates discussion of the positive elements and current challenges. The administrator demonstrates expertise in interpreting data to effectively present arguments for change based upon proficient knowledge of assessment, curriculum content and standards, and instructional strategies.	The administrator demonstrates a growing understanding of key communication tools and strategies by which they communicate a need for change based upon elements of the school's instructional program. Analysis of data is emerging and tends to highlight positives while it minimizes challenges.	The administrator sees little need for change, does not analyze data to assess needs or solicit ideas for improvement, and is not generally open to proposals for change.

COMMENTS:

GOAL 4 RATING:	☐ **Exemplary**	☐ **Proficient**	☐ **Progressing**	☐ **Not Meeting Objective**

ADDITIONAL COMMENTS:

	Employee	Date	Supervisor (Rating Official)	Date	Reviewing Official	Date
Goals/Objectives Set including ILP						
Progress Review						
Annual Appraisal						

☐ **Exemplary**   ☐ **Proficient**   ☐ **Progressing**   ☐ **Not Meeting Objective(s)**

SCORING SHEET

	OBJ 1	OBJ 2	OBJ 3	OBJ 4	OBJ 5	OBJ 6	OBJ 7	OBJ 8	TOTAL
GOAL 1									0
GOAL 2									0
GOAL 3									0
GOAL 4									0

	Exemplary	Proficient	Progressing	Not Met
GOAL 1	24 - 22	21 - 15	14 - 8	7 >
GOAL 2	15 - 14	13 - 9	8 - 5	4 >
GOAL 3	24 - 22	21 - 15	15 - 8	7 >
GOAL 4	15 - 14	13 - 9	8 - 5	4 >

Scoring Guide: Exemplary = 3 pts; Proficient = 2 pts; Progressing = 1 pt; Not meeting objectives = 0 pt

SUMMATIVE RATING GUIDE

Exemplary	Minimum 3 Goals (inclusive of Goal 1) Exemplary + 1 Goal Proficient
Proficient	Minimum 3 Goals Proficient + 1 Progressing
Progressing	Minimum 4 Goals Progressing
Not Meeting Obj.	Any Goal Not Meeting Standard = **Performance Improvement Plan**

NORMS:

~ Summative Rating of "Progressing" for two (2) consecutive rating periods will result in management initiating performance based action.

~ A rating on a goal of "Progressing" will result in a directed Individual Leadership Plan.

Individual Leadership Plan

Purpose: The purpose of the Individual Leadership Plan (ILP) is to promote continuous and sustainable improvement as an administrator.

- The objective must reflect progressing and fostering continuous growth as an administrator.
- The ILP will be aligned to the DoDEA Community Strategic Plan and the leadership objectives of the Multidimensional Administrator Performance Appraisal.
- Objectives must be written in the SMART format:
  - **S** = specific
  - **M** = measurable
  - **A** = attainable
  - **R** = results-focused
  - **T** = timely
- The supervisor must approve the objective of the ILP.
- The ILP may change during the rating period or may continue into the next school year.
- The administrator will complete the reflective self-assessment of the ILP in preparation for the mid-year and end-of-year (EOY) conferences.
- The professional development planning and execution of the ILP will support daily responsibilities of the administrator.
- Documentation and artifacts will be maintained to provide evidence of activities used to achieve the objective.

Reflective Self-Assessment: In a written document, please respond to the following questions regarding the progress of your objective. Your reflective self-assessment will be discussed at your mid-year and end-of -year conferences. At that time, the supervisor and administrator may decide to continue with the objective or explore additional avenues for professional growth.

1. How did the objective help to improve your responsibilities as an administrator?

2. How does the objective impact your staff and students?

3. What have you learned that you will share with others?

4. What are the results of your objective?

S = Specific	Objective	
M = Measurable	Data used to assess or measure effectiveness	
A = Attainable	Resources/strategies/ research support to achieve objective	
R = Results-focused	Impact	
T = Timely	Timeline	

Initial Review of Plan   Administrator: _____   Administrator: _____
Date: _____   Date: _____
                           Supervisor: _____   Supervisor: _____

Mid Year Review   Administrator: _____   Administrator: _____
Date: _____   Date: _____
                           Supervisor: _____   Supervisor: _____

EOY Review   Administrator: _____   Administrator: _____
Date: _____   Date: _____
                           Supervisor: _____   Supervisor: _____

Comments:

Recommendations:

_____ Continue Current Plan   _____ Modify Existing Plan   _____ Design New Plan