

# Department of Defense Education Activity

*Kaizen: Continuous Improvement*

## **Multidimensional Administrator Performance Appraisal (MAPA)**

# **2009**

## Acknowledgements

The following Administrator Performance Appraisal Task Group members met three times during SY 2008-2009 in Hampton, VA, Leipzig, Germany, and Phoenix, AZ, to create and refine this document. Special thanks to our facilitator, Carol Drechsel.

<b><u>NAME</u></b>	<b><u>DISTRICT/HQ</u></b>	<b><u>SCHOOL/LOCATION</u></b>	<b><u>POSITION</u></b>
Susan Ahart	Kentucky District	Jackson ES, Fort Campbell	Principal
Ed Banka	DoDEA Headquarters	Human Resources	Assistant Director
Frank Calvano	Kentucky District	Fort Knox DSO	Superintendent
Gael Coyle	Isles District	Alconbury MS/HS	Principal
Carol Drechsel	DoDEA Headquarters	Professional Development	IS Specialist
Jennifer Halley	Kentucky District	Jackson ES, Fort Campbell	Assistant Principal
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Paula Miller	Japan District	Japan DSO	Assistant Superintendent
Chris Racek	Japan District	M.C. Perry ES	Assistant Principal
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Dewanda Sholar	North Carolina District	Brewster MS	Principal
Debbie Strong	Bavaria District	Garmisch ES/MS	Principal

**Multidimensional Administrator Performance Appraisal (MAPA)  
for  
DoDEA Assistant Principals and Principals**

**Philosophy and Purpose of Change**

The current DoDEA Administrators' Performance Appraisal was designed in 2003 and implemented in 2004. The purpose of this revision is to reflect the ever changing role and demands of administrators as instructional leaders focused on student achievement.

The structure of this evaluation process recognizes the complexities of administrators' roles and responsibilities and provides opportunities for continuous improvement through an Individual Leadership Plan (ILP). There are formative and summative components inherent in the new appraisal that include self-assessment and setting objectives in areas of instructional leadership, and the review and use of data to align school improvement goals in order to increase student achievement outcomes.

The DoDEA Multidimensional Administrator Performance Appraisal (MAPA) contains four performance goals with accompanying objectives and descriptors for assistant principals and principals. These goals support DoDEA initiatives and are aligned with the 2006-2011 DoDEA Community Strategic Plan (CSP) and the 2008 Interstate School Leadership Licensure Consortium (ISLLC) Educator Leadership Policy Standards.

A rubric that correlates to the final rating was developed for each leadership goal. The final rating categories are Exemplary, Proficient, Progressing, and Not Meeting Objective. The intent of the rubrics is to delineate the attributes for each category and to define a range of behaviors that reflect a high standard of performance. These descriptors are intended to create sample representations of the behaviors and actions of administrators along the different levels of the continuum.

The MAPA is designed to improve practices in instructional leadership that enhance student achievement and also to recognize effective practices currently in place. Self-assessment, setting objectives, and developing proficiency in analyzing data are integral components of the plan.

### Frequency of Conferences

Formal conferences between supervisors and principals or assistant principals will occur annually, with a minimum of three meetings a year for all administrators. Additional conferences should be considered for new administrators and administrators assigned to new districts, different grade configurations, or unique school environments.

### Individual Leadership Plan (ILP)

One component of the MAPA is the Individual Leadership Plan (ILP) that is designed to promote continuous learning and enhanced job competencies. Every administrator is expected to design and implement an ILP that is tailored to his or her individual needs for professional growth. The ILP must be designed to promote higher student achievement. The ILP can change during the rating period or be retained for a longer period of time. The duration of the plan is determined by a joint decision of the supervisor and administrator.

### Professional Improvement Plan (PIP)

Any administrator who is rated as “Not Meeting Objective” will be required to complete a PIP that targets the area(s) of deficiency. The supervisor will collaborate with the Labor Management Employment Resource (LMER) specialist to create the PIP based on the area(s) of deficiencies. Failure to meet PIP requirements may result in additional actions, ranging from plan modification to removal.

### Conclusion

MAPA provides a framework and purposeful direction for administrators. It is designed to address the leadership skills that lead to continuous and sustainable improvement. It is intended not only as a tool for evaluation, but also for professional growth and development.

## **Glossary of Terms**

**Exemplary** - This designation represents a level that indicates the administrator meets the rigorous and challenging expectations of proficient performance with implications that impact and benefit a broader base than the school environment.

**Formative Assessment** – This term refers to interim assessments that take place during the process of learning and/or instruction. A formative assessment is intended to give a snapshot of where an individual is in terms of performance at a given point in time. It also serves to inform the instructional process.

**Goal** – A MAPA goal is a targeted area aligned to the DoDEA Community Strategic Plan.

**Multidimensional Assessment** – This term refers to the assessment of individuals using coherent and fair expectations, clear and specific feedback, and with opportunities for continuous improvement.

**Not Meeting Objective** – This designation represents a level that is unacceptable and requires immediate attention and intervention. Failure of an administrator to show improvement over a specified period of time will result in consequences that may lead to removal.

**Objective** – The focused area(s) of each goal that describes specific responsibilities measured by levels of competency.

**Proficient** – This designation represents a level that indicates the administrator displays a high degree of skill and accomplishment toward meeting a particular goal. Meeting DoDEA’s high expectations for performance has been demonstrated.

**Progressing** – This designation represents a level that indicates the administrator demonstrates effort. There is limited evidence that skills and attributes of proficiency have become established in meeting DoDEA’s expectations for performance.

**Summative Evaluation** – This term refers to the final evaluation that occurs at the conclusion of a rating cycle.

## References

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# Multidimensional Administrator Performance Appraisal (MAPA)

\_\_\_\_\_  
Administrator Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Location

Appraisal Period \_\_\_\_\_ to \_\_\_\_\_  
To From

Rating Official \_\_\_\_\_  
Name

\_\_\_\_\_  
Position

Reviewing Official \_\_\_\_\_  
Name

\_\_\_\_\_  
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.

<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>1.1</b> 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.
<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>1.2</b> 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.
<i>Leadership</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>

<b>Objective</b>				
<b>1.3</b> 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.
<b>Leadership Objective</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Objective</b>
<b>1.4</b> 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.
<b>Leadership Objective</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Objective</b>



<p><b>1.5</b> Personal participation in leading professional development focused on improving student achievement</p>	<p>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.</p>	<p>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.</p>	<p>The administrator sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with staff.</p>	<p>The administrator generally acquires little new information and displays little or no evidence of new learning or sharing that learning with colleagues.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <i>Exemplary</i></p>	<p><input type="checkbox"/> <i>Proficient</i></p>	<p><input type="checkbox"/> <i>Progressing</i></p>	<p><input type="checkbox"/> <i>Not Meeting Objective</i></p>
<p><b>1.6</b> Bases decisions on improved student achievement when determining teacher assignment, course content, schedule, and student curriculum</p>	<p>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.</p>	<p>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.</p>	<p>The administrator is aware of system and district results, has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The administrator has little awareness or interest in the data.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <i>Exemplary</i></p>	<p><input type="checkbox"/> <i>Proficient</i></p>	<p><input type="checkbox"/> <i>Progressing</i></p>	<p><input type="checkbox"/> <i>Not Meeting Objective</i></p>

<p>1.7 Links decisions to vision, mission and school improvement plan priorities.</p>	<p>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.</p>	<p>The administrator's decisions are consistent with the vision, mission, and school improvement plans of the organization.</p>	<p>The administrator's vision, mission, and school improvement plans are visible, but weakly associated with administrator decisions.</p>	<p>The administrator does not model the organization's vision, mission, or plans for school improvement.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <i>Exemplary</i></p>	<p><input type="checkbox"/> <i>Proficient</i></p>	<p><input type="checkbox"/> <i>Progressing</i></p>	<p><input type="checkbox"/> <i>Not Meeting Objective</i></p>
<p>1.8 Uses technology to improve teaching and learning</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The administrator displays little personal competence in technology applications. The administrator does not link the installation of technology to specific teaching and learning objectives.</p>

**COMMENTS:**

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**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.

<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>2.1</b> 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.
<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>2.2</b> 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.
<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>

<p>2.3 Manages facilities and district property and oversees school safety and security programs</p>	<p>The administrator develops and implements innovative solutions to maximize safety and maintain facilities. Innovative solutions are shared beyond the school level.</p>	<p>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.</p>	<p>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.</p>	<p>Facilities receive little attention to the point that safety, security, and health issues arise, adversely impacting the teaching and learning environment.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <i>Exemplary</i></p>	<p><input type="checkbox"/> <i>Proficient</i></p>	<p><input type="checkbox"/> <i>Progressing</i></p>	<p><input type="checkbox"/> <i>Not Meeting Objective</i></p>
<p>2.4 Manages school information technology systems</p>	<p>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.</p>	<p>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.</p>	<p>The administrator is competent in technology and is knowledgeable of scheduling and reports that can be generated from a student information system.</p>	<p>The administrator displays little personal competence in technology.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <i>Exemplary</i></p>	<p><input type="checkbox"/> <i>Proficient</i></p>	<p><input type="checkbox"/> <i>Progressing</i></p>	<p><input type="checkbox"/> <i>Not Meeting Objective</i></p>
<p>2.5 Manages human resources and administrative support operations</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**COMMENTS:**

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**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.

<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>3.1</b> 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.
<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>3.2</b> 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.
<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>

<p><b>3.3 Models coaching and mentoring</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <b>Exemplary</b></p>	<p><input type="checkbox"/> <b>Proficient</b></p>	<p><input type="checkbox"/> <b>Progressing</b></p>	<p><input type="checkbox"/> <b>Not Meeting Objective</b></p>
<p><b>3.4 Plans remediation or improvement</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <b>Exemplary</b></p>	<p><input type="checkbox"/> <b>Proficient</b></p>	<p><input type="checkbox"/> <b>Progressing</b></p>	<p><input type="checkbox"/> <b>Not Meeting Objective</b></p>



<p><b>3.5 Plans and delivers effective training</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <b>Exemplary</b></p>	<p><input type="checkbox"/> <b>Proficient</b></p>	<p><input type="checkbox"/> <b>Progressing</b></p>	<p><input type="checkbox"/> <b>Not Meeting Objective</b></p>
<p><b>3.6 Implements an Instructional Leadership Plan (ILP)</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <b>Exemplary</b></p>	<p><input type="checkbox"/> <b>Proficient</b></p>	<p><input type="checkbox"/> <b>Progressing</b></p>	<p><input type="checkbox"/> <b>Not Meeting Objective</b></p>

<p><b>3.7 Promotes continuous learning</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Leadership Objective</b></p>	<p><input type="checkbox"/> <i>Exemplary</i></p>	<p><input type="checkbox"/> <i>Proficient</i></p>	<p><input type="checkbox"/> <i>Progressing</i></p>	<p><input type="checkbox"/> <i>Not Meeting Objective</i></p>

<p><b>3.8 Professional development</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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**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.

<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>4.1</b> 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.
<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>4.2</b> 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.

<b>Leadership Objective</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Objective</b>
<b>4.3</b> 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.
<b>Leadership Objective</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Objective</b>
<b>4.4</b> 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.

<i>Leadership Objective</i>	<input type="checkbox"/> <i>Exemplary</i>	<input type="checkbox"/> <i>Proficient</i>	<input type="checkbox"/> <i>Progressing</i>	<input type="checkbox"/> <i>Not Meeting Objective</i>
<b>4.5</b> 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

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

### 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?

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

Required Conferences

Additional Conferences

Initial Review of Plan Administrator: \_\_\_\_\_  
Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Mid Year Review Administrator: \_\_\_\_\_  
Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

EOY Review Administrator: \_\_\_\_\_  
Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Comments:

Recommendations:

\_\_\_\_\_ Continue Current Plan

\_\_\_\_\_ Modify Existing Plan

\_\_\_\_\_ Design New Plan

**Multidimensional Administrator Performance Appraisal (MAPA)**  
**Individual Leadership Plan**  
**Elementary School Example**

<b>S</b> = Specific	Objective	Sixty-five percent of all students will perform “At the Standard” or higher on the DRA assessment by the end of SY 2011.
<b>M</b> = Measurable	Data used to assess or measure effectiveness	Scores will be compared for the fall and spring DRA scores in June of 2010 and 2011 to monitor areas needing improvement.
<b>A</b> = Attainable	Resources/strategies/ research support to achieve objective	<p>I will identify seven of our lowest readers based on DRA scores and provide extra reading assistance and assessment using the Rigby PM kit.</p> <p>Become more knowledgeable through the use of the following books as my primary resources for professional reading and instruction during the school year</p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i>, by Fountas &amp; Pinnell</li> <li>• <i>The Results Fieldbook</i>, by Schmoker</li> <li>• <i>One Child at a Time</i>, by Johnson</li> <li>• <i>On Solid Ground</i>, by Taberski W</li> <li>• <i>Change Leadership</i> by Wagner and Kegan</li> <li>• <i>Research-Based Methods of Reading Instruction K-3</i> by Vaughn and Linan-Thompson</li> </ul> <p>Request substitute days to support staff development in reading instruction and student assessment.  Purchase supplemental reading materials.  Start a professional learning community with the assistance from the Superintendent’s Office.  Purchase additional DRA kits and replacement materials.  Observe reading instruction and provide feedback to teachers.</p>

		Teachers participating in the Professional Learning Community will serve as teacher mentors and professional development facilitators focusing on reading instruction.  At the end of the school year, Professional Learning Community members will complete summative evaluations for review and reflection
<b>R</b> = Results-focused	Impact	Will be determined upon completion of the plan.
<b>T</b> = Timely	Timeline	August 2009 to June 2011.

**Multidimensional Administrator Performance Appraisal (MAPA)**  
**Individual Leadership Plan**  
**Secondary School Example**

<b>S</b> = Specific	Objective	To increase the percent of 3's, 4's, and 5's on advanced placement exams by 2 percent.
<b>M</b> = Measurable	Data used to assess or measure effectiveness	Results of advanced placement exams will be analyzed across all subjects using May 2009 as a baseline. I will examine results for a two-year period from May 2010 and May 2011 to measure the differences from the baseline data.
<b>A</b> = Attainable	Resources/strategies/ research support to achieve objective	<p><b><u>Administrator/Teacher Actions</u></b></p> <ul style="list-style-type: none"> <li>• Share the results of the district's and school's average AP tests scores per subject for 2009 with the entire faculty.</li> <li>• Meet with each AP teacher and review the AP exam results for their class, as well as District, DoDEA and Global average scores.</li> <li>• Work with the staff to identify areas of need and include the increase of AP exam scores in the school improvement plan.</li> <li>• Solicit input from student, staff, and parents for improvement of performance on the AP exams.</li> <li>• Develop plan of implementation to increase the percent of AP Exam scores</li> <li>• Work with AP teachers to develop the AP syllabi for approval by AP.</li> <li>• Identify students who have AP potential and encourage them to enroll in AP courses.</li> <li>• Convene class meetings for each grade level in April 2010 to discuss course selection and stress the importance of taking rigorous courses.</li> <li>• Research and explore schedule options to maximize high achievement in AP courses.</li> <li>• Schedule an AP night for parents and students to present the expectations of AP courses and the importance of performing well on AP exams.</li> </ul>

		<p><b><u>Administrator Actions</u></b></p> <ul style="list-style-type: none"> <li>• Monitor and observe classroom instruction for adherence to teaching the content as outlined in the approved syllabus.</li> <li>• Monitor and observe instruction for rigor and Advanced Placement teaching practices.</li> <li>• Monitor quarter grades of AP students and develop interventions to help struggling students.</li> <li>• Assist teachers in developing a rubric to assess performance on AP practice exams and predict performance on the AP exams.</li> <li>• Provide opportunities for AP teachers to meet and discuss</li> <li>• Provide training for new AP teachers</li> <li>• Participate in AP training opportunities and work with other administrators</li> </ul> <p><b><u>Administrator/Teacher Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Identify AVID strategies to increase performance on AP exams.</li> <li>• Provide training to all teachers in August 2010 on AVID strategies to assist students in rigorous courses.</li> <li>• Provide AVID tutors to work with AVID students in all of their rigorous courses.</li> <li>• Provide homework club with tutors to assist students after school.</li> <li>• Provide an after school math club for students.</li> <li>• Provide seminar time for students to receive assistance from teachers.</li> <li>• Administer AP practice exams regularly throughout AP courses.</li> <li>• Provide celebrations for students who perform well on AP practice exams and on actual AP exams.</li> <li>• Align standards across classes to prepare students for AP courses.</li> </ul> <p><b><u>Resources</u></b> AP student textbooks and AP practice books</p>
<b>R</b> = Results-focused	Impact	The average AP exam score will increase by two percent. Grades students receive in AP courses will be aligned with the score they receive on the AP exam.
<b>T</b> = Timely	Timeline	The objective will be achieved by June 2011.

## MAPA Implementation Plan/Timeline

Strategy/Intervention	Timeline	Person(s) Responsible
Interface with IT; research automation options	November, 08	Ed Banka
Explore budget/resources	November, 08	Ed Banka
Draft of survey to senior leadership	December, 08	Carol Drechsel
Administer survey	January, 09	Sandy Embler, Paula Miller, Debbie Strong
Prepare draft instrument and guidance	February, 09	APA Task Group
Review minutes/progress from other task groups and implications for our work	February, 09	APA Task Group
Share draft documents with Dr. Miles	February, 09	APA Task Group
Share draft documents with superintendents at WW superintendents' meeting (pending approval of Dr. Miles)	February, 09	Frank Roehl
Incorporate input from Dr. Miles and senior leadership	March, 09	Frank Roehl
Meet with IT; prepare requirements document	March, 09	Ed Banka
Interface with HR/LMER/DMEO/Legal/OPM	March, 09	HR/Ed Banka
Finalize revisions to documents	April, 09	APA Task Group
Finalize program documents and prepare PowerPoint presentation for training purposes	April, 09	APA Task Group
Develop surveys to evaluate MAPA after initial implementation and first cycle of use	April, 09	Paula Miller
Develop marketing strategies	April, 09	Carol Drechsel
Finalize PD components for training administrators	April, 09	APA Task Group
Submit final documents to Dr. Miles and senior leadership for approval	May, 09	Carol Drechsel



In-house test of automated, paperless MAPA document	May, 09	Ed Banka
Interface with Communications on marketing strategies	May, 09	Carol Drechsel, Ed Banka
Present MAPA at WW Superintendents' Meeting	July, 09	Frank Roehl, Ed Banka
Present MAPA at Area Administrators' Meetings	August, 09 (EU/PAC) October 09 (DDESS)	APA Task Group
Release video message for use in districts (tentative/on-hold)	August, 09	(Drechsel) Communications
Appraisal cycle begins (paper)	October 1, 09 (DoDDS) November 1, 09 (DDESS)	Rating Officials
Automated (paperless) MAPA pilot begins	October 1, 09 Heidelberg District	Frank Roehl, all Heidelberg District
Conduct survey on MAPA implementation	November, 09	Paula Miller and Sandy Embler
Conduct mid-year reviews	January, 10	Rating Officials
Conduct end-of-year performance evaluation	June, 10	Rating, Reviewing Officials
Conduct survey of superintendents, assistant superintendents, principals, and assistant principals on MAPA (paper edition)	July, 10	APA Task Group, Sandy Embler
Evaluate automated, paperless MAPA (Heidelberg District)	July, 10	APA Task Group
Initiate new cycle for MAPA with revisions as needed.	July, 10	Rating, Reviewing Officials
Implement automated, paperless MAPA throughout DoDEA	July, 10	Ed Banka/HR
Celebrate!	July, 10	APA Task Group