This evaluation report is completed separately by both the Supervising Administrator and Administrator Candidate and serves as a discussion focus for the mid-point 3-way with the University Supervisor. The final column is completed by the Supervising Administrator and by the Administrator Candidate for the final 3-way conference at the end of the practicum.

Candidate: _____   I.D. # (required): @ _____

Person Completing Form: _____   Supervising Administrator: _____

School/District: _____   Date: _____

Administrator License Sought: _____   Level: _____

Rating Scale: 3—Comprehensively Meets the Standard   N/A—Not Applicable
2—Acceptably Meets the Standard
1—Does Not Meet the Standard

Please refer to the practicum evaluation rubric for scoring this form. This scale is not equitable to Fitchburg State University's grading system.

Circle Appropriate Rating

Professional Standards for School Administration (MA DESE requirements 7.10)	Midterm	Final
(1) Instructional Leadership		
a. <u>Goals</u>. Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.	1 2 3	1 2 3
b. <u>Aligned Curriculum</u>. Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.	1 2 3	1 2 3
c. <u>Instruction</u>. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	1 2 3	1 2 3
d. <u>Assessment</u>. Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.	1 2 3	1 2 3
e. <u>Evaluation</u>. Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions.	1 2 3	1 2 3
f. <u>Data-Informed Decision-Making</u>. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.	1 2 3	1 2 3
g. <u>Equity and Excellence</u>. Promotes fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction.	1 2 3	1 2 3
h. <u>Accountability</u>. Creates a culture in which both staff and students take responsibility for their performance and behavior.	1 2 3	1 2 3
i. <u>Closing Proficiency Gaps</u>. Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps.	1 2 3	1 2 3
j. <u>Intervention Strategy</u>. Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners.	1 2 3	1 2 3
k. <u>Professional Development</u>. Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals.	1 2 3	1 2 3
l. <u>Program Evaluation</u>. Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.	1 2 3	1 2 3
m. <u>Technology</u>. Expects and supports effective use of technology to support instruction.	1 2 3	1 2 3
n. <u>English Language Learners</u>. Understands and appreciates the challenges that English language learners (ELL) face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction in order to promote ELLs' academic achievement.	1 2 3	1 2 3

(2) Management and Operations			
a. Safe, Orderly and Caring Environments. Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment.	1 2 3	1 2 3
b. Operational Systems. Ensures efficient and effective operational systems (e.g., maintenance, transportation, food service) and supports their continuous improvement.	1 2 3	1 2 3
c. Human Resources Management and Development. Implements a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements.	1 2 3	1 2 3
d. Scheduling. Ensures a comprehensive scheduling system that provides sufficient time for instruction, teacher planning and collaboration.	1 2 3	1 2 3
e. Management Information Systems. Expects, models, and supports use of technology for management and communication purposes; develops a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed.	1 2 3	1 2 3
f. Laws, Ethics and Policies. Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	1 2 3	1 2 3
g. Fiscal Systems. Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district's vision, mission and goals.	1 2 3	1 2 3
h. Improvement Planning. Develops, implements, and assesses the effectiveness of district and school improvement plans.	1 2 3	1 2 3
i. School Committee Relations. Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.	1 2 3	1 2 3
j. Contract Negotiations. Advises the School Committee on union contracts that reflect best practices and support the district's vision, mission, and goals.	1 2 3	1 2 3
(3) Family and Community Engagement			
a. Family Engagement. Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning.	1 2 3	1 2 3
b. Effective Communication. Effectively executes a full range of communication strategies that generate public understanding and support for the district/school.	1 2 3	1 2 3
c. Advocacy. Advocates for, and collaborates with, families, community members, and other stakeholders.	1 2 3	1 2 3
d. Community Connections. Builds strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation.	1 2 3	1 2 3
e. Cultural Awareness. Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes.	1 2 3	1 2 3
(4) Professional Culture			
a. Mission and Core Values. Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	1 2 3	1 2 3
b. Shared Vision. Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers.	1 2 3	1 2 3
c. Personal Vision. Articulates a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and pluralism.	1 2 3	1 2 3
d. Transformational and Collaborative Leadership. Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges.	1 2 3	1 2 3
e. Cultural Proficiency. Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected.	1 2 3	1 2 3
f. Ethical Behavior. Consistently maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior.	1 2 3	1 2 3
g. Continuous Learning. Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.	1 2 3	1 2 3
h. Communications. Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies.	1 2 3	1 2 3
i. Managing Conflict. Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.	1 2 3	1 2 3

j.	<u>Team Building</u>. Builds high quality and effective teams and fosters collaborative decision-making and responsibility.	1 2 3	1 2 3
k.	<u>Time Management</u>. Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters.	1 2 3	1 2 3

Candidate's Signature: _____

University Supervisor's Signature: _____

Supervising Administrator's Signature: _____

Meeting dates: *1st:* _____   *2nd:* _____   *3rd:* _____