Ohio Principal Evaluation System 2.0 Model

July 2021

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Preface

Ohio is serious about its commitment to quality schools. In 2016, the Ohio Department of Education, in partnership with the Ohio Association of Elementary School Administrators and Ohio Association of Secondary School Administrators, identified individuals throughout the state to participate in a community of practice. This workgroup of advisors examined what Ohio can do to support high-quality leadership practices aimed at addressing the needs of building principals and each student they serve.

After assessing the current state of the principalship in Ohio, the principal workgroup identified five areas in which Ohio can map a route for improving principal effectiveness:
1. Education and preparation for serving in the principal role;
2. Recruitment and job seeking;
3. Assignment to appropriate settings;
4. Supportive experiences; and
5. Ongoing professional development and supports.

Upon determining gaps in support for principals, the advisors identified the principalship should be redefined, namely by revising the principal standards to make them precise and reflective of the roles and responsibilities of today's principals.

The 2016 Principal Workgroup recommended the need to conduct a gap analysis and revise the *2005 Ohio Standards for Principals* by evaluating, selecting and incorporating language, skills and standards from the National Policy Board for Educational Administration's *Professional Standards for Educational Leaders 2015*. The workgroup also examined leadership evaluation models from other states to gain an understanding of the broader national landscape. The revised *2018 Ohio Standards for Principals* are intended to be used in conjunction with preservice preparation programs, local districts and statewide policy efforts to support and define the role of the Ohio principal.

Roles and Responsibilities of the Principal
The principal's role has evolved dramatically since the implementation of the *2005 Ohio Standards for Principals*. There is an increasing demand for principals to go beyond traditionally accepted managerial roles to include that of an instructional leader, community builder and student and educator advocate. With such important responsibilities, the principal is identified as being highly impactful and critical to the success of any learning environment.

Ohio recognizes the changing landscape of the principalship and seeks to validate the incredible efforts of today's principals by putting forth standards that speak specifically to the breadth of influence and duties now undertaken by those leading school buildings. While Ohio's principals do not serve with identical functionality, with their specific roles and daily responsibilities varying depending on factors, including the size and demographics of their schools, the *2018 Ohio Standards for Principals* seek to define expectations based on what is known about the skills and practices of effective school leaders.

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The Development of the Standards
A second workgroup of advisors was assembled in the fall of 2017 to begin this revision process. The advisors consisted of representatives from elementary, middle and high schools, superintendents, higher education, professional organizations and the Ohio Department of Education. The workgroup carefully examined the *2005 Ohio Standards for Principals* and *2015 Professional Standards for Educational Leaders* from the National Policy Board for Educational Administration.

Through consultation with leading national standards experts, the Department sought to secure advice and expertise from those with a comprehensive view of the national landscape to support effective local application. In doing so, the workgroup's goal was to create a set of standards that better define the roles and responsibilities of the principal in a clear manner, while offering enough flexibility to apply to the many unique contexts of Ohio's building leaders.

The workgroup found the *2005 Ohio Standards for Principals* did not fully depict the roles and responsibilities of today's principals. The *2015 Professional Standards for Educational Leaders* were used to ground the revision of standards for principals in Ohio to define the role of the principal more clearly. At the center of the work of the principal is each student's well-being and academic success.

Applying the Standards
The *2018 Ohio Standards for Principals* are designed to support principals through their highly impactful work and help ensure the critical success of the learning environment. These standards serve as an important tool for educational leaders to identify and apply appropriate professional learning opportunities as they consider their growth and development as leaders throughout their careers. The education community can use the standards as a common tool to effectively support and assess leadership practices and improve the well-being and academic success for each student in Ohio. The Ohio Principal Evaluation System (OPES) 2.0 Framework and Model have been revised to align with these 10 standards:

1. **Mission, Vision and Core Values:** The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
2. **Ethics and Professional Norms:** The effective educational leader acts ethically and according to professional norms.
3. **School Improvement:** The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
4. **Curriculum, Instruction and Assessment:** The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
5. **Professional Capacity of School Personnel:** The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
6. **Equity and Cultural Responsiveness:** The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
7. **Community of Care and Support:** The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
8. **Meaningful Engagement of Families and Community:** The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within

the larger community.

9. **Strategic Staffing:** The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

10. **School Operations:** The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

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Ohio Principal Evaluation System 2.0 Framework

The State Board of Education values the importance of promoting administrator[1] professional growth that leads to improved leadership practices and student learning. An effective professional growth framework considers an administrator's leadership strengths while supporting identified areas for improvement within each administrator's school environment or work context. The Ohio Principal Evaluation System (OPES) 2.0 is collaborative, ongoing and supportive of the professional growth of the administrator.

The OPES 2.0 Framework sets forth the components of administrator evaluations for Ohio's districts. The OPES 2.0 Model provides implementation procedures and suggested best practices, which Ohio districts may implement when evaluating administrators.

Each administrator will be evaluated according to Ohio Revised Code[2] and the "**Ohio Principal Evaluation System 2.0 Framework**," which is aligned with the "**Ohio Standards for Principals" (2018)** adopted under state law. Using multiple factors set forth in the framework, the administrator's final holistic rating will be based upon a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components of Evaluation

- Professional Growth/Improvement Plan
- Two Formal Observations
- Walkthroughs
- Final Summative Conference

Ineffective	Developing	Skilled	Accomplished
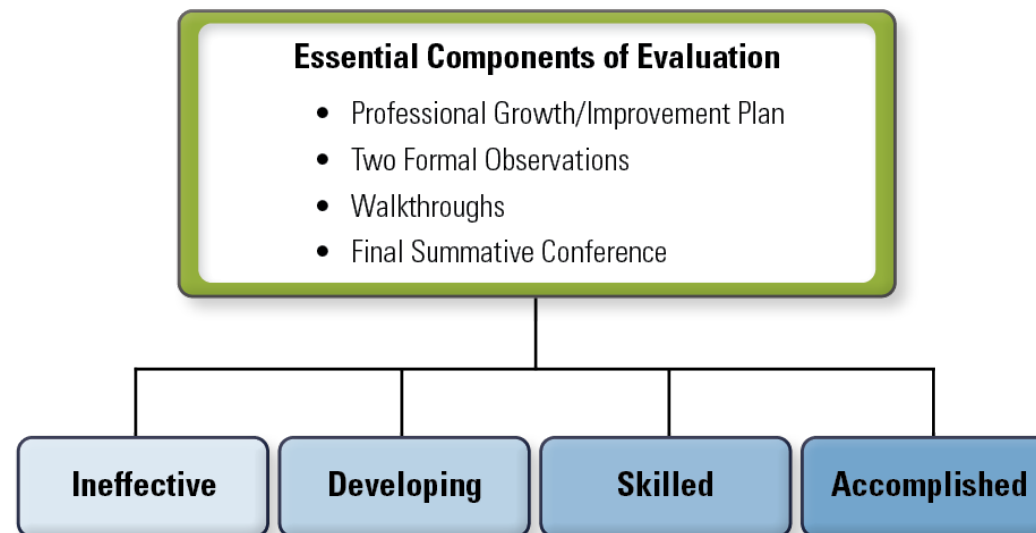
[1]The term "administrator," as used in this framework, is defined in Ohio Revised Code 3319.02.
[2] Ohio Revised Code 3319.02; 3319.111; 3319.112

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Essential Components
Essential components of the evaluation process consist of the development of a professional growth plan or improvement plan, two formal observations of at least 30 minutes each, walkthroughs and a final summative conference.

Professional Growth and Improvement Plans
A professional growth plan or improvement plan[3] will be developed annually with each administrator. The plan will be based on the results of previous evaluations available within the district and aligned to any existing building or district's continuous improvement plan and/or goals.

High-Quality Student Data to Inform Instruction and Enhance Practice
The administrator evaluation will use at least two measures of district-determined high-quality student data to provide evidence of student learning attributable to the administrator being evaluated. When applicable, high-quality student data shall include the value-added progress dimension and at least one other measure of high-quality student data to demonstrate student learning. The two pieces of high-quality student data may be used as evidence in any component of the evaluation, where applicable.

The high-quality student data instrument must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:
- Aligns to learning standards;
- Measures what is intended to be measured;
- Is attributable to the administrator;
- Demonstrates evidence of student learning (achievement and/or growth);
- Follows protocols for administration and scoring;
- Provides trustworthy results;
- Does not offend or be driven by bias.

AND the high-quality student data must be used by the administrator to:
- Measure student learning (achievement and/or growth) and progress toward achieving state and local standards;
- Facilitate the critical reflection and analysis of high-quality student data as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;
- Ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

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[3] Districts have discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. However, the notice requirements for being placed on an improvement plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement.

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Additional Requirements

The local board of education will provide for the allocation of financial resources to support professional development for all administrators. Each administrator shall be evaluated annually and receive a written report of the evaluation. The administrator shall have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of Ohio law.[4] The final evaluation (second formal observation) shall include a recommendation to the board regarding a contract of employment for the administrator. A written copy of the evaluation shall be provided to the administrator at least five days prior to the board acting to renew or not renew the contract.[5]

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[4] Ohio Revised Code 3319.02(D)
[5] Ohio Revised Code 3319.02; 3319.111; 3319.112

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Ohio Principal Evaluation System 2.0 Model: Definition of Administrator Effectiveness

The OPES 2.0 Model provides definitions of terms, detailed suggested implementation and best practices for evaluating administrators in Ohio. After conducting extensive research, the following definition of administrator effectiveness was developed by educational practitioners in Ohio and is reinforced by the *Ohio Standards for Principals (2018)*. Research supports the direct connection between effective leadership and student learning.

Effective administrators:
- Develop, advocate and enact a shared mission, vision and core values;
- Act ethically and according to professional norms;
- Implement collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes;
- Foster an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports;
- Support all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student;
- Model, support and cultivate a school culture characterized by equity and inclusiveness;
- Develop and sustain positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment;
- Develop and sustain partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community;
- Are integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership; and
- Develop and implement structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

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Ohio Principal Evaluation System 2.0 Model: Organization

OPES 2.0 is a standards-based integrated model that is designed to foster the professional growth of administrators in knowledge, skills and practice. The model provides tools for assessing and monitoring leadership performance. It is recommended there be consistency in the use of the components employed across all administrators in the district.

Superintendents or their designees who have been trained and are credentialed to evaluate administrators should conduct evaluations. The evaluation should be tailored to the duties and responsibilities of administrators based on the OPES 2.0 Administrator Performance Evaluation Rubric. Most administrators' duties and responsibilities encompass all 10 standards, although their goals may focus on specific standards. Some administrators' job descriptions may be more narrowly defined by their assigned duties, and certain standards will be more applicable to their evaluation than others.

This model is organized sequentially according to best practices in administrator evaluation:
- Professional Growth or Improvement Plans;
- Assessment of Administrator Performance;
- The Formal Observation Process: Best Practice Implementation;
- Using Evidence to Inform Final Holistic Rating;
- Appendix A – Administrator Performance Evaluation Rubric;
- Appendix B – District-Level Decisions: Best Practice Implementation; and
- Appendix C – Suggested Tools and Forms, including the following:
  - Self-Assessment Summary Tool for Administrators;
  - OPES 2.0 Professional Growth Plan Form;
  - OPES 2.0 Improvement Plan Form;
  - High-Quality Student Data Verification Form; and
  - Final Holistic Rating of Administrator Effectiveness Form.

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Professional Growth or Improvement Plans

Selection of Appropriate Plan
A Professional Growth Plan or an Improvement Plan will be developed annually based on the OPES 2.0 Final Holistic Rating from available previous evaluations within the district. Districts have discretion to place an administrator on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. Professional Growth or Improvement Plans must align to any existing building or district continuous improvement plan and/or goals.

An administrator new to the profession or district will develop a Professional Growth Plan collaboratively with the evaluator. An administrator with a Final Holistic Rating of **Accomplished** annually will develop a self-directed Professional Growth Plan. An administrator with a Final Holistic Rating of **Skilled** annually will develop a Professional Growth Plan to be completed collaboratively with the evaluator. An administrator with a Final Holistic Rating of **Developing** annually will develop a Professional Growth Plan that is guided by the evaluator. An administrator with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the evaluator.

Professional Conversation and Progress Checks
As the administrator and evaluator work together during the evaluation process, scheduled conferences should take place several times during the year to provide opportunities for professional conversation or direction about performance, goals and progress, as well as supports needed (see Model Evaluation Process graphic on page 14). During the year, the evaluator and administrator should discuss opportunities for professional development that evolve as a result of the evaluation process. The Professional Growth Plan will be evaluated through indicators as described in the OPES 2.0 Administrator Performance Evaluation Rubric (see Appendix A).

Establishing Goals
The OPES 2.0 goal-setting process is intended to help administrators enhance or improve specific aspects of their leadership practices. Clear professional goals provide focus and direction to improving practices and have a direct impact on student learning. Meaningful goals help administrators attain higher levels of performance and effectiveness. It is recommended that each Professional Growth or Improvement Plan focus on no more than two goals.

Goals should be developed using multiple sources of data, including self-assessment based on the standards (see Appendix C), high-quality student data and district/school goals. To positively impact leadership, instructional practices and student achievement, goals must be based on an accurate assessment of administrator performance. Professional goal setting should complement the Individual Professional Development Plan (IPDP) process and meet SMART criteria:

      S – Specific (What do I want to measure?)
      M – Measurable (How am I going to measure it?)
      A – Attainable (Is this a reasonable goal?)
      R – Results-oriented (What will my goal look like when I've reached it?)
      T – Time-Bound (When will I reach my goal?)

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Through the goal-setting process, it is suggested that administrators meet with their evaluators at least three times — (1) to set goals; (2) to assess progress; and (3) to reflect on the work at the end of the academic year. These discussions can occur during scheduled times for the pre-conference, post-conference and end-of-year final summative conference or as the evaluator determines necessary.

Reflective practice is a way for administrators to consider what they know and are able to do, thereby identifying areas of strength and areas for further development. Administrators may decide which of the following tools may help them engage in the process of reflection and self-assessment:

- Self-Assessment Summary Tool for Administrators (Appendix C);
- Ohio Standards for Principals (2018);
- Ohio Standards for Professional Development; and
- Available data sources for the school and district.

Professional Growth Plan

Professional Growth Plans help administrators focus on areas of professional development that will enable them to enhance their practice. Administrators are accountable for the implementation and completion of their plans and should use their plans as a starting point for the school year. The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the IPDP. The Professional Growth Plan is not intended to replace the IPDP, nor is the IPDP intended to replace the Professional Growth Plan.

The development process of the Professional Growth Plan includes:

- The administrator's reflection informed by the self-assessment;
- Feedback from the evaluator;
- The use of high-quality student data; and
- Support needed to further the administrator's continuous growth and development.

Professional development should be individualized to the administrator's needs. The evaluator should provide for professional development opportunities and support the administrator by providing resources (for example, time or financial resources). The Professional Growth Plan should reflect the evidence available and focus on specific areas identified in the observations and evaluation to determine the administrator is making progress. The Professional Growth Plan is intended to be clear and comprehensive. It is aligned to the most recent holistic evaluation results and proposes a sequence of appropriate activities leading to accomplishment of the goals.

Specifically, the Professional Growth Plan includes:

- Goals related to specific standards from the Ohio Standards for Principals (2018);
- Identification of areas for future professional growth;
- Specific resources and opportunities to assist the administrator in enhancing skills, knowledge and practice; and
- Outcomes that will enable the administrator to increase student learning and achievement.

The Ohio Principal Evaluation System 2.0 is a growth model design. As such, the Professional Growth Plan goals are monitored and discussed

continually with the evaluator throughout the year to ensure growth and progress. It is sound professional practice that the evaluator and administrator meet three times a year to discuss goals and progress. Aligning individual goals with any school district and/or building improvement plan(s) enhances professional practice leading to improved leadership practice. (See Appendix C for the Professional Growth Plan form.)

Improvement Plan
The purpose of the Improvement Plan is to help administrators focus on areas in which they need intensive support to improve their practice. An Improvement Plan is developed when an administrator's performance in one or more areas is scored as ineffective or the overall performance is scored as ineffective. The evaluator and administrator are required to meet to discuss a plan for improvement. The development of the Improvement Plan may take more than one meeting, and each person should provide sufficient time to ensure the plan is comprehensive and detailed.

An **Improvement Plan** must include the following:
- Identification of specific deficiencies and recommended areas of growth;
- Measurable goals for improving the deficiencies to acceptable levels;
- Specific professional development or strategies to accomplish the goals;
- Specific resources necessary to implement the plan including, but not limited to, opportunities for the administrator to work with highly effective administrators or central office staff;
- A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching; and
- Procedures for determining acceptable improvement.

The administrator is accountable for the implementation and completion of the plan and should talk with the evaluator if modifications to the plan are needed. Upon completion of the plan, the administrator and evaluator shall sign the improvement form, documenting completion of the plan. (See Appendix C for the Improvement Plan form.)

An evaluator must reassess the administrator's performance in accordance with the written plan. This reassessment should include multiple performance observations. When the reassessment is completed, if the evaluator has documented an acceptable level of performance improvement, the administrator may transition to a Professional Growth Plan. If the administrator's performance remains ineffective, the evaluator may reinstate the Improvement Plan with additional recommendations for improvement or take the necessary steps to recommend termination/non-renewal of a contract.

Assessment of Administrator Performance

The purpose of assessment is to improve performance and effectiveness. The assessment should be professional, supportive, collegial and developmental in nature. It is fundamental to the OPES 2.0 model because it focuses on building and enhancing school leaders' professional practices, knowledge and skills throughout their careers. Continuous improvement enables administrators to increase their capacity over time and impact higher levels of student performance in their schools. Inherent in the process is a relationship between the evaluator and administrator that is trustful and based on objective knowledge and evidence of the administrator's performance. Improved practice is the result of effective coaching, practice and feedback.

Administrator performance is determined by using a rating rubric (see Appendix A for the Administrator Performance Evaluation Rubric) consisting of evidence based on the standards and indicators from the Ohio Standards for Principals (2018). The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (the self-assessment and goal-setting processes, formative assessment including observations and walkthroughs, use of high-quality student data, conferencing and collaboration throughout the evaluation process, as well as any additional evidence provided by the administrator) to determine an administrator performance rating.

Model Evaluation Process

Self-Assessment and Goal Setting

Professional Growth Plan or Improvement Plan

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Pre-Conference

First Formal Observation

Walkthroughs/Informal Observation

Post-Conference

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Pre-Conference

Second Formal Observation

Walkthroughs/Informal Observation

Final Review and Conference

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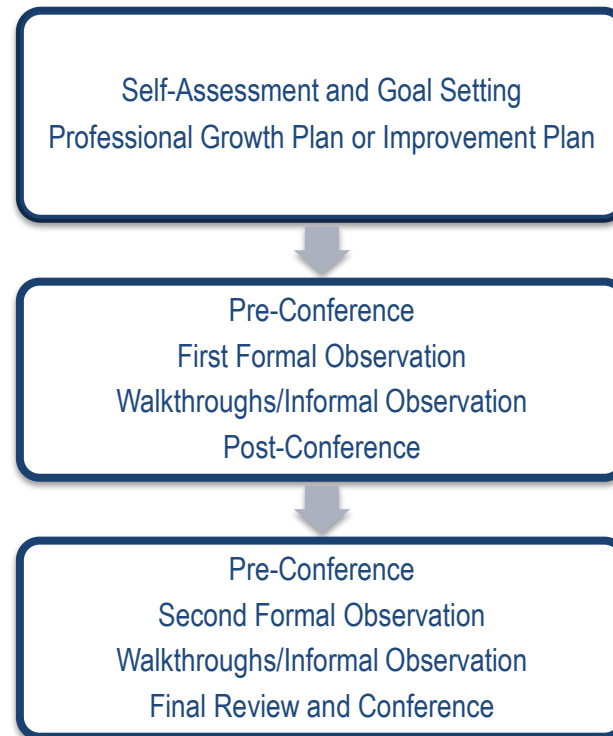
The Formal Observation Process: Best Practice Implementation
Observations of the administrator provide important evidence for assessing an administrator's performance and effectiveness. As an evaluator observes an administrator, the evaluator collects valuable evidence on multiple levels. Ongoing communication and collaboration between the evaluator and administrator during the formal observation process helps foster a supportive, productive professional relationship that leads to professional growth and development. Based on best practices, the formal observation process consists of pre-conferences, observations, walkthroughs and post-conferences.

Pre-Conferences
Pre-conferences prior to observations enable the evaluator to schedule observations, check progress on goals and evidence of work on goals and provide support and feedback throughout the year. At the pre-conference, the evaluator and administrator discuss what the evaluator will observe during the observation. The administrator shares important information about the characteristics of the building/learning environment, as well as the objectives/goals for the period of observation.

The pre-conference gives the administrator an opportunity to identify areas in which he or she would like feedback during the observation and provide evidence of leadership practices that may not be visible during the observations. This conversation takes place during a formal meeting, and the evaluator should keep a record of the date. After the pre-conference, best practice calls for scheduling a formal observation.

Formal Observations
Information derived from observations of the administrator provides multi-dimensional evidence of administrator performance. The evaluator observes the administrator in action to see portions of the administrator's leadership that impact teaching and learning. Observations enable the evaluator to see evidence of the administrator's instructional leadership, decision-making skills, interpersonal skills, professionalism, collaboration and shared leadership, promotion of high-quality instruction, high expectations for student learning, school climate and environment, and school-community relations.

Formal observations must take place for a minimum of 30 minutes. The evaluator may announce or not announce formal observations. During the observation, the evaluator documents specific information related to administrator professional practice. The evaluator then analyzes each observation using the Administrator Performance Evaluation Rubric. The evaluator writes a narrative summary to document each formal observation. Formal observations should not include videotaping or sound recordings unless the administrator provides written permission. Administrators must receive a minimum of two formal observations annually.

Walkthroughs/Informal Observations
Administrators must receive at least two walkthroughs/informal observations. These may be announced or unannounced. Walkthroughs are informal observations of fewer than 30 minutes.

Post Conferences: Reflections
The post-conference is designed to support administrator reflection of his or her leadership practices. It also provides feedback to the administrator on the observation, as well as coaching opportunities for the evaluator to identify strategies and resources for the administrator to incorporate to increase effectiveness. At this conference, the administrator may bring additional evidence for the evaluator to consider before determining a Final Holistic Rating. The evaluator makes recommendations and commendations that may become part of the administrator's evaluation. The evaluator and administrator also collaborate to make recommendations on the Professional Growth Plan or Improvement Plan.

Using Evidence to Inform Final Holistic Rating
A strong administrator evaluation system calls for ongoing collaboration and honest conversation between administrators and their evaluators. The foundation of such a system is the transparent, collaborative gathering and sharing of evidence that informs the administrator performance rating at the end of the year. Some leadership practices are observable during observations and walkthroughs/informal observations, while other evidence comes from formal conferences and informal conversations, as well as input from colleagues, parents or guardians, teachers and students.

The Ohio Principal Evaluation System 2.0 describes opportunities for the administrator and evaluator to discuss evidence, build a common understanding of an administrator's current practice and identify areas for future growth. Regular check-ins also help the evaluator manage the responsibilities of gathering and organizing evidence with the administrator. These check-ins also encourage evaluators to document leadership practices as they occur.

The Administrator Performance Evaluation Rubric (see Appendix A) is to be used to promote administrator professional growth that leads to improved performance. Using a growth model when evaluating administrators is essential to improving leadership practices. Such a model recognizes the administrator's strengths while identifying and supporting improvement where needed. When completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, administrators may, but are not required to, bring additional evidence to address all indicators for each observation cycle. However, evaluators should make sure they have gathered sufficient evidence before the end of the evaluation cycle to provide ratings for each component that is applicable to the administrator's duties and responsibilities. This helps evaluators determine the Final Holistic Rating.

Administrator performance is to be scored holistically. This means evaluators assess which performance level provides the best overall description of the administrator's practice. The evaluator is to consider evidence gathered during any pre-conferences, the formal observations, the post-conferences, walkthroughs, informal conversations and evidence of practice and professionalism.

In accordance with Ohio law[6], the Administrator Performance Evaluation Rubric describes four levels of administrative performance for each component within the four rubric domains. Each performance rating also can be described in more general terms as a holistic rating of administrator performance:

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[6] Ohio Revised Code 3319.112

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Ineffective:

An **Ineffective** rating indicates the administrator:

- Does not demonstrate competency in the principal standards;

- Does not effectively influence the culture and/or meet the needs of internal and/or external stakeholders; and

- Requires direct intervention and ongoing intensive professional support for necessary growth to occur.

Developing:

A **Developing** rating indicates the administrator:

- Demonstrates competency in some of the principal standards but needs support with other standards;

- Is inconsistent in influencing the culture and/or meeting the needs of internal and/or external stakeholders; and

- May be making progress at refining leadership skills, abilities and professional practice, but the administrator's performance requires ongoing professional support for necessary growth to occur.

Skilled:

A **Skilled** rating is the rigorous, expected performance level, indicating the administrator:

- Consistently meets expectations for performance and regularly demonstrates competency in the principal standards;

- Effectively influences the culture and addresses the needs of internal and external stakeholders;

- Consistently demonstrates growth in instructional leadership and professional practice; and

- Uses knowledge, skills and abilities needed for consistent and effective leadership in the role.

Accomplished:

An **Accomplished** rating indicates the administrator:

- Consistently exceeds expectations for performance and fully demonstrates competency in all principal standards;

- Effectively influences the culture and proactively addresses the needs of internal and external stakeholders;

- Consistently demonstrates exemplary performance in instructional leadership and professional practice and contributes to the school or district through the development and mentoring of colleagues;

- Integrates and develops knowledge, skills and abilities to innovate and enhance the building, district and, potentially, the profession; and

- Empowers and positively influences others, extending his or her professional impact to the broader educational community.

Step-by-Step Guidance for Evaluators

The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform administrator performance ratings.

Step 1: Gather evidence
1a. Align evidence to each standard area. Group the evidence collected from observations, walkthroughs, conferences and everyday interactions with the administrator into the 10 standard areas of performance described by the Administrator Performance Evaluation Rubric.

1b. Be consistent in gathering, recording and sharing detailed, factual evidence. Capture enough detail to succinctly describe the event, interaction or behavior factually (without implied judgment or opinion in the recording). Share the evidence collected with the administrator throughout the year so the information can be used as a basis for reinforcing or changing practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it automatically will be sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the administrator since all standard areas are important for effective leadership.

Step 2: Issue a performance rating for standard areas that are applicable to the administrator's duties and responsibilities
2a. Read all the evidence collected up to that point within a standard area, looking for patterns. An administrator may develop priorities in several standard areas and create a goal to address a standard area. The administrator also may develop a goal based on student achievement or learning outcomes for the administrator's building and/or position. The evaluator may observe an activity the administrator is engaged in to demonstrate work and progress toward the goals. The evaluator can collect evidence and provide meaningful feedback to the administrator and look for patterns in leadership skills and knowledge. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by considering all the Skilled performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area and then consider patterns of performance across standard areas. Once the evaluator determines a rating for each standard area based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. No one standard area of performance should be considered in isolation. Instead analyze the standard area in relation to all other areas of performance. It is important for the evaluator to consider the preponderance of evidence collected throughout the evaluation cycle to assist in the determination of the Final Holistic Rating.

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Step 3: Issue the end-of-year Final Holistic Rating

3a. Consider all evidence from the year, paying attention to trends. In order to issue an administrator's Final Holistic Rating for the year, return to the body of collected evidence for the evaluation cycle. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences and regular interactions. During this step, it is particularly important to consider *trends* in the administrator's performance over time. Was the administrator consistent in his or her leadership? Was the administrator successful in meeting his or her goals? Did student achievement increase? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on that area.

3b. Consider minimum thresholds of competency. Flag any instance of an Ineffective rating in preparation of issuing the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the administrator, consider that there are minimum thresholds of competency for each of the ten standard areas described in the OPES 2.0 Administrator Performance Evaluation Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final Ineffective rating, taking into account how detrimental the displayed deficiency is to the administrator's performance.

3c. Issue the Final Holistic Rating; summarize the supporting evidence, and offer areas of reinforcement and refinement. Complete the holistic rating process by documenting the Final Holistic Rating. Support the rating with evidence from formal and informal observations, artifacts provided by the administrator and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so the administrator has a clear understanding of the path to continuous growth and improvement and has concrete examples of supports that will help improve his or her practice.

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Appendix A - Administrator Performance Evaluation Rubric

The **Administrator Performance Evaluation Rubric** is to be scored holistically. This means evaluators will assess which level provides the best *overall* description of the administrator. The rating process is to occur upon completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator should consider evidence gathered during the pre-conference, observation, post-conference and walkthroughs, if applicable. When completing the performance rubric, evaluators are not expected to gather evidence on all *indicators* for each observation cycle. Likewise, administrators may, but are not required to, bring additional pieces of evidence to address all *indicators*.

DOMAIN: Leadership					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
MISSION, VISION AND CORE VALUES (Standard 1): The effective educational leader develops, advocates and enacts a shared mission, vision and core values. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 1.1** The effective educational leader works in collaboration with students, staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values.	The administrator does not collaborate to develop a shared mission, vision and core values. **(1.1)**	The administrator inconsistently works in collaboration to develop and enact a shared mission, vision and core values. **(1.1)**	The administrator works in collaboration with students and staff to develop, enact and evaluate a data-informed shared mission, vision and core values. **(1.1)**	The administrator facilitates collaboration with all stakeholders to intentionally develop, enact and evaluate a data-informed shared mission, vision and core values for the building or assignment. The administrator serves as a mentor for others across the district in implementing a shared mission, vision and core values. **(1.1)**
	Indicator 1.2 The effective educational leader will model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership. **(1.2)**	The administrator does not model, communicate and/or advocate for the school's mission, vision and core values. **(1.2)**	The administrator makes an attempt to model, communicate and advocate for the school's mission, vision and core values but is not always successful. **(1.2)**	The administrator consistently and successfully models, communicates and advocates for the school's mission, vision and core values. **(1.2)**	The administrator consistently models, communicates and advocates for the school's mission, vision and core values in all aspects of leadership. The administrator ensures the mission, vision and core values are foundational, pervasive and readily apparent to all. **(1.2)**

DOMAIN: Leadership					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	Developing	Skilled	Accomplished
ETHICS AND PROFESSIONAL NORMS (Standard 2): The effective educational leader acts ethically and according to professional norms.	**Indicator 2.1** The effective educational leader understands, upholds and models professional ethics, policies and legal codes of professional conduct.	The administrator does not demonstrate and/or uphold professional ethics, policies and legal codes of professional conduct. **(2.1)**	The administrator inconsistently demonstrates, upholds and models professional ethics, policies and/or legal codes of professional conduct. **(2.1)**	The administrator consistently demonstrates, upholds and models professional ethics, policies and legal codes of professional conduct. **(2.1)**	The administrator mentors others in demonstrating, upholding and modeling professional ethics, policies and legal codes of professional conduct. **(2.1)**
	Indicator 2.2 The effective educational leader models and sets high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.	The administrator fails to set expectations for behaviors that promote professional norms for students, staff and other stakeholders. **(2.2)**	The administrator inconsistently models and/or sets expectations for behaviors that promote professional norms for students, staff and other stakeholders. **(2.2)**	The administrator models and sets high expectations for behaviors that promote professional norms for students, staff and other stakeholders. **(2.2)**	The administrator mentors other school leaders in modeling and setting high expectations for students, staff and other stakeholders. **(2.2)**

DOMAIN: Leadership					
Standards:	**Indicators:**	**Levels: of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
SCHOOL IMPROVEMENT (Standard 3): The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve learning conditions and outcomes. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 3.1** The effective educational leader develops the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.	The administrator does not establish basic collaborative structures and fails to promote data analysis. **(3.1)**	The administrator attempts to establish and/or maintain basic collaborative structures that promote data analysis but are not entirely successful. **(3.1)**	The administrator leads staff in utilizing effective collaborative structures that promote data analysis that clearly identifies areas of greatest need. **(3.1)**	The administrator develops the capacity of staff as leaders in utilizing effective collaborative structures that promote the disaggregation of data that clearly identifies areas of need and exposes the root cause. **(3.1)**
	Indicator 3.2 The effective educational leader develops a focused plan with processes and procedures for implementation. **Indicator 3.3** The effective educational leader collaborates with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and makes necessary adjustments. **Indicator 3.4** The effective educational leader engages and partners with staff and public and private sectors to create and support a culture of continuous improvement.	There is no evidence of a plan aligned to building and district goals nor evidence of a culture of continuous improvement. **(3.2 & 3.4)**	The administrator attempts to develop a plan with processes and procedures that may align to building or district goals and inconsistently fosters a culture of continuous improvement. **(3.2 & 3.4)**	In collaboration with internal stakeholders, the administrator develops a data-informed, focused plan with clear processes and procedures that aligns to building and district goals, ensuring a culture of continuous improvement. **(3.2 & 3.4)**	In collaboration with internal and external stakeholders, the administrator develops a data-informed, focused plan with clear processes and procedures that aligns to building and district goals, resulting in improved student outcomes and ensuring a culture of continuous improvement. **(3.2 &3.4)**
		The administrator does not collaborate in the selection of strategies for improvement, fails to monitor the impact of chosen strategies and does not make adjustments when needed. **(3.3)**	The administrator inconsistently collaborates in the selection of strategies for improvement, infrequently monitors the impact of chosen strategies and/or infrequently makes adjustments when needed. **(3.3)**	The administrator consistently collaborates with teachers to select, implement and monitor the impact of evidence-based strategies, and adjustments are made as needed to allow for improved conditions and outcomes that align to building and district goals. **(3.3)**	The administrator partners with internal and external stakeholders to systematically select, implement and monitor the impact of evidence-based strategies and proactively makes adjustments to ensure improved conditions and outcomes that align to building and district goals. **(3.3)**

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DOMAIN: Learning					
Standards:	Indicators:	Levels of Performance:			
		Ineffective	Developing	Skilled	Accomplished
CURRICULUM, INSTRUCTION AND ASSESSMENT (Standard 4): The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to teachers, leaders and learning supports. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 4.1** The effective educational leader supports staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction.	The administrator does not provide support to staff in recognizing each student's strengths, diversity and culture, resulting in the absence of personalized instruction. **(4.1)**	The administrator provides inconsistent support to staff in recognizing each student's strengths, diversity and culture, resulting in limited personalized instruction. **(4.1)**	The administrator supports staff in recognizing, respecting and utilizing student strengths, while demonstrating the importance of diversity and culture and actively encouraging personalized instruction. **(4.1)**	The administrator successfully empowers staff in recognizing, respecting and utilizing student strengths, while championing the importance of diversity and culture to ensure continuous and consistent personalized instruction. **(4.1)**
	Indicator 4.2 The effective educational leader ensures each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support.	The administrator fails to provide equitable access to effective teachers, learning opportunities, educational resources and social support for each student. **(4.2)**	The administrator makes limited attempts to ensure each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support. **(4.2)**	The administrator ensures each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support. **(4.2)**	The administrator proactively advocates to ensure each student throughout the district has equitable access to effective teachers, challenging learning opportunities, educational resources and social support. This results in a culture of systemic collaboration throughout the district. **(4.2)**
	Indicator 4.3 The effective educational leader uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.	The administrator does not use standards or systems to support curriculum, instruction and assessment that promotes high expectations for student learning. **(4.3)**	The administrator demonstrates some familiarity of standards and systems to support curriculum, instruction and assessment in some grade levels or areas of instruction. **(4.3)**	The administrator uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school. **(4.3)**	The administrator successfully empowers educators to use standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school. The administrator serves as a role model in implementing these practices throughout the district. **(4.3)**

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| **Indicator 4.4** The effective educational leader promotes the effective use of technology in the service of teaching and learning. | The administrator provides no support for the effective use of technology to improve teaching and learning. **(4.4)** | The administrator inconsistently supports the effective use of technology, limiting the positive impact on teaching and learning. **(4.4)** | The administrator consistently supports the effective use of technology, positively impacting teaching and learning. **(4.4)** | The administrator promotes the effective use of innovative technology, transforming teaching and learning. The administrator models the integration of technology in daily practice, inspiring and supporting other educators. **(4.4)** |

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DOMAIN: Learning					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL (Standard 5): The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.	**Indicator 5.1** The effective educational leader supports teachers and staff by providing ongoing actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan.	The administrator does not provide meaningful feedback for staff. Building-level professional development is sporadic and/or unrelated to continuous improvement efforts. **(5.1)**	The administrator provides generalized feedback to staff and/or is inconsistent in aligning individual and group professional development opportunities to promote continuous improvement. **(5.1)**	The administrator supports teachers and staff by providing ongoing actionable feedback based on performance and aligning individual and group professional development opportunities that promote continuous improvement. **(5.1)**	The administrator supports teachers and staff by providing ongoing actionable feedback based on performance and aligning individual and group professional development opportunities that promote continuous improvement. The administrator researches and evaluates internal and external professional development offerings and modifies as needed to ensure progress. **(5.1)**
	Indicator 5.2 The effective educational leader employs *Ohio Standards for Professional Development* to organize the school as a professional learning environment to achieve positive outcomes for each student.	The administrator does not attempt to align the professional learning environment around the *Ohio Standards for Professional Development.* **(5.2)**	The administrator partially aligns the professional learning environment around the *Ohio Standards for Professional Development.* **(5.2)**	The administrator fosters and aligns the professional learning environment around the *Ohio Standards for Professional Development.* **(5.2)**	The administrator advances leadership capacity in others around the *Ohio Standards for Professional Development* to achieve positive outcomes for each student. **(5.2)**
	Indicator 5.3 The effective educational leader continually improves effectiveness of staff and self through dialogue, reflection, study and other professional development opportunities.	The administrator does not connect professional development opportunities to improve staff and/or self. **(5.3)**	The administrator attempts to deliver professional development opportunities to improve staff and self-effectiveness with limited success. **(5.3)**	The administrator selects, develops and prioritizes professional development opportunities to improve staff and self through dialogue, reflection, study and other professional development opportunities. **(5.3)**	The administrator empowers staff to assume ownership of continuous improvement efforts through dialogue, reflection, study and other professional development opportunities. The administrator serves as a role model for professional growth and self-reflection. **(5.3)**

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DOMAIN: Culture					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
EQUITY AND CULTURAL RESPONSIVENESS (Standard 6): The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 6.1** The effective educational leader demonstrates cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.	The administrator fails to demonstrate cultural knowledge and sensitivity in interactions with others. **(6.1)**	The administrator demonstrates cultural knowledge and sensitivity with staff and students but is inconsistent in applying this knowledge in decision-making. **(6.1)**	The administrator consistently demonstrates and applies cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families. **(6.1)**	The administrator mentors and empowers others to consistently demonstrate and apply cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families. **(6.1)**
	Indicator 6.2 The effective educational leader supports students and staff by establishing norms of respect, caring, learning and safety. **Indicator 6.3** The effective educational leader cultivates and monitors a school culture characterized by equity and inclusiveness.	The administrator fails to cultivate and maintain a school culture of equity, support and inclusiveness and/or does not ensure norms of respect, caring, learning and safety across the school community. **(6.2 & 6.3)**	The administrator attempts to cultivate and maintain a school culture of equity, support and inclusiveness but inconsistently ensures norms of respect, caring, learning and safety across the school community. **(6.2 & 6.3)**	The administrator cultivates and maintains a school culture of equity, support and inclusiveness by establishing norms of respect, caring, learning and safety across the school community. **(6.2 & 6.3)**	The administrator serves as a leader throughout the district and community in cultivating and maintaining a systemic culture of equity, support and inclusiveness by advancing norms of respect, caring, learning and safety. **(6.2 & 6.3)**
	Indicator 6.4 The effective educational leader confronts and addresses individual and collective behaviors that disregard and/or defy equity and cultural responsiveness.	The administrator fails to address behaviors that disregard equity and cultural responsiveness. **(6.4)**	The administrator attempts to address behaviors that disregard and/or defy equity and cultural responsiveness with limited success. **(6.4)**	The administrator consistently confronts and effectively addresses individual and collective behaviors that disregard and/or defy equity and cultural responsiveness. **(6.4)**	The administrator proactively addresses individual and collective behaviors across the system that disregard and/or defy equity and cultural responsiveness. **(6.4)**

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DOMAIN: Culture					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	Developing	Skilled	Accomplished
COMMUNITY OF CARE AND SUPPORT (Standard 7): The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.	**Indicator 7.1** The effective educational leader establishes and sustains a professional culture of engagement and commitment to the education of the whole child.	The administrator does not create and/or promote a professional culture and does not have stakeholder involvement. **(7.1)**	The administrator creates and/or promotes a professional culture but has limited stakeholder involvement. **(7.1)**	The administrator creates and/or promotes a sustainable professional culture that engages stakeholders toward a commitment to the education of the whole child. **(7.1)**	The administrator collaboratively enhances a sustainable professional culture that promotes and engages stakeholders toward a shared commitment to the education of the whole child. **(7.1)**
This standard lends itself well to the utilization of high-quality student data.	**Indicator 7.2** The effective educational leader uses and sustains coherent systems of academic, physical, social and emotional supports to meet the needs of each student.	The administrator does not establish or ineffectively uses systems of academic, physical, social or emotional supports to meet the needs of each student. **(7.2)**	The administrator uses systems of academic, physical, social or emotional supports to meet the needs of each student with limited success. **(7.2)**	The administrator uses coherent, data-driven systems of academic, physical, social and emotional supports to meet the needs of each student. **(7.2)**	The administrator continuously evaluates and improves coherent, data-driven systems of academic, physical, social and emotional supports to meet the needs of each student and mentors others to do the same. **(7.2)**
	Indicator 7.3 The effective educational leader develops and sustains a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.	The administrator does not develop, sustain and/or monitor the school environment and/or neglects to address the needs of all students, staff or stakeholders. **(7.3)**	The administrator inconsistently develops, sustains and/or monitors the school environment and/or struggles to address the needs of all students, staff or stakeholders. **(7.3)**	The administrator develops, sustains and monitors a trusting school environment where all students, staff and stakeholders are valued, respected and cared for. **(7.3)**	The administrator builds capacity with staff and stakeholders to develop, sustain and monitor a trusting school environment where all students, staff and stakeholders are valued, respected and cared for. **(7.3)**
	Indicator 7.4 The effective educational leader builds and supports positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.	The administrator does not show evidence of positive partnerships among students, staff and stakeholders. **(7.4)**	The administrator struggles to establish, maintain and/or monitor positive partnerships among students, staff and stakeholders. **(7.4)**	The administrator establishes, maintains and monitors positive partnerships among students, staff and stakeholders that help sustain a safe and caring school environment. **(7.4)**	The administrator builds capacity among staff and stakeholders to establish, maintain and monitor positive partnerships among students, staff and stakeholders that sustain a safe and caring school environment. **(7.4)**

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	Indicator 7.5 The effective educational leader promotes a healthy work-life balance for staff and self.	The administrator does not demonstrate a healthy work-life balance for self and/or staff. **(7.5)**	The administrator inconsistently demonstrates a healthy work-life balance for self and/or staff. **(7.5)**	The administrator models a healthy work-life balance and promotes the same for staff. **(7.5)**	The administrator actively mentors other staff, students and colleagues in promoting a healthy work-life balance. **(7.5)**

DOMAIN: Culture					
Standards:	Indicators:	Levels of Performance:			
		Ineffective	Developing	Skilled	Accomplished
MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY (Standard 8): The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.	**Indicator 8.1** The effective educational leader develops and sustains positive, collaborative and productive partnerships with families and the surrounding community.	The administrator does not show evidence of productive partnerships with families and community stakeholders. **(8.1)**	The administrator initiates partnerships with families and community stakeholders on a limited basis. **(8.1)**	The administrator establishes and sustains collaborative and productive partnerships with families and community stakeholders. **(8.1)**	The administrator expands collaborative and productive partnerships with families and community stakeholders and mentors others to develop partnerships that enhance the school community. **(8.1)**
	Indicator 8.2 The effective educational leader uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community.	The administrator does not utilize the school as a resource for students, families and the greater community. **(8.2)**	The administrator utilizes the school as a resource for students, families and the greater community with limited success. **(8.2)**	The administrator uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community. **(8.2)**	The administrator effectively utilizes and promotes the school as a resource to identify and address community needs, understands the context of its existence within the larger community and enhances these resources. **(8.2)**
	Indicator 8.3 The effective educational leader maintains a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.	The administrator is not active in the community and does not attempt to understand the community's cultural, social, socioeconomic, intellectual and civic resources. **(8.3)**	The administrator is active in the community on a limited basis and demonstrates limited understanding of the value of interactions with stakeholders. **(8.3)**	The administrator is active in the community to intentionally interact with stakeholders for the purpose of understanding the community's cultural, social, socioeconomic, intellectual and civic resources. **(8.3)**	The administrator is an essential presence in the community and intentionally interacts with stakeholders for the purpose of understanding the community's cultural, social, socioeconomic, intellectual and civic resources. The administrator involves others from the school in these interactions to expand the presence of the school within the community. **(8.3)**

Indicator 8.4 The effective educational leader builds and sustains productive partnerships with public and private sectors to promote continuous improvement and student learning.	The administrator does not cultivate and/or sustain productive partnerships with public and private sectors for continuous improvement and student learning. **(8.4)**	The administrator inconsistently cultivates and sustains productive partnerships with public and private sectors for continuous improvement and student learning. **(8.4)**	The administrator cultivates and sustains productive partnerships with public and private sectors for continuous improvement and student learning. **(8.4)**	The administrator cultivates and sustains productive partnerships with public and private sectors for continuous improvement and student learning and actively expands these partnerships to reach all stakeholders across the larger community. **(8.4)**

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DOMAIN: Management					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
STRATEGIC STAFFING (Standard 9): The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.	**Indicator 9.1** The effective educational leader participates in the acquisition of high-quality recruits. **Indicator 9.2** The effective educational leader develops and/or uses clear selection criteria and hiring processes. **Indicator 9.3** The effective educational leader aligns the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets and culturally responsive practices. **Indicator 9.4** The effective educational leader provides opportunities for staff to assume leadership roles within the school. **Indicator 9.5** The effective educational leader implements an evaluation process that promotes the professional growth and performance of staff.	The administrator fails to demonstrate an ability to identify high-quality candidates, and the appropriate use of any selection criteria in the hiring process is not evident. **(9.1 & 9.2)** The administrator fails to promote the growth of diverse skills or culturally responsive practices among staff and does not demonstrate an appropriate understanding of the need to align staffing assignments to meet student needs. **(9.3)** There is little or no evidence of an emphasis on providing leadership opportunities for others or on promoting leadership roles within the school. **(9.4)** The administrator fails to demonstrate an ability to use the evaluation process in such a way as to promote professional growth of staff members. **(9.5)**	The administrator's attempts to identify and recruit high-quality candidates or regularly apply clear selection criteria in the hiring process often are inconsistent. **(9.1 & 9.2)** In promoting the development of diverse instructional skills and/or culturally responsive practices, the administrator demonstrates only limited success; the assignment of staff is not always consistent with meeting student and/or staff needs. **(9.3)** The administrator attempts to identify leadership opportunities for some staff within the building but often with limited success. **(9.4)** The administrator implements the basic provisions for the evaluation of staff but is inconsistent in promoting either improved performance or professional growth of staff through this process. **(9.5)**	Through the development and use of clear selection criteria, the administrator participates in acquiring high-quality staffing candidates to fill vacancies in the school. **(9.1 & 9.2)** The administrator promotes the development and use of diverse skills and culturally responsive practices among all staff and intentionally aligns the assignment of staff to meet student needs. **(9.3)** By effectively matching the unique skills and talents of staff to leadership opportunities within the school, the administrator provides for and fosters staff development. **(9.4)** The administrator systematically implements an evaluation process focused on enhancing the performance and professional growth of all staff within the school. **(9.5)**	The administrator engages in activities that assist in identifying staffing needs across the district and participates in the recruitment of high-quality candidates to fill vacancies systemwide. **(9.1 & 9.2)** The administrator is a leader in developing and delivering training in culturally responsive practices and the use of diverse instructional skills to staff from across the district. **(9.3)** By assisting in a systemwide effort to identify potential future leaders, the administrator serves as a mentor in creating leadership growth opportunities for others. **(9.4)** The administrator serves as a role model for other building leaders by assisting them in implementing their own growth-focused evaluation systems. **(9.5)**

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DOMAIN: Management					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
SCHOOL OPERATIONS (Standard 10): The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.	**Indicator 10.1** The effective educational leader collaborates with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers. **Indicator 10.2** The effective educational leader develops and uses productive professional relationships with students, staff, district personnel and other stakeholders to positively impact school operations.	The administrator does not develop collaborative professional relationships with staff and/or stakeholders. **(10.1 & 10.2)**	The administrator inconsistently demonstrates an ability to develop collaborative professional relationships with staff and/or stakeholders. **(10.1 & 10.2)**	The administrator consistently demonstrates collaborative professional relationships with stakeholders, including staff, students and families. The administrator uses these relationships to ensure a seamless progression for students during their school careers and to positively impact school operations. **(10.1 & 10.2)**	The administrator consistently demonstrates collaborative professional relationships with all stakeholders, including staff, students, families and community entities to foster unique experiences and opportunities for students during their school careers. The administrator uses these relationships to positively impact school operations and serves as a model for other entities throughout the district. **(10.1 & 10.2)**
	Indicator 10.3 The effective educational leader plans and executes a fiscally responsible budget, ensuring federal, state and local guidelines are followed to support the focused plan.	The administrator does not develop and/or implement a fiscally responsible budget that is compliant with all applicable laws and board policies. **(10.3)**	The administrator is inconsistent in developing and/or implementing a fiscally responsible budget that is compliant with all applicable laws and board policies. **(10.3)**	In concert with other school personnel, the administrator develops and implements a fiscally responsible budget that is compliant with all applicable laws and board policies. **(10.3)**	In concert with other school and district personnel, the administrator develops and implements a fiscally responsible budget, secures additional funding resources, develops community partnerships and understands the context of district finances. **(10.3)**
	Indicator 10.4 The effective educational leader develops and implements schedules and other structures to maximize learning.	The administrator does not provide basic operational structures, such as master schedules and assignment of staff. **(10.4)**	The administrator attempts to develop and implement operational structures, such as master schedules and assignment of staff, but with limited success. **(10.4)**	The administrator develops and implements operational structures, such as master schedules and assignment of staff, in a manner designed to maximize student learning. **(10.4)**	The administrator serves as an expert/mentor who collaborates with and leads diverse stakeholders to create and implement operational structures, such as master schedules and assignment of staff, in a manner designed to maximize student learning. **(10.4)**

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Indicator 10.5 The effective educational leader demonstrates and communicates a working knowledge of Ohio public education laws, rules and requirements, as well as district policies, procedures and agreements, as appropriate. **Indicator 10.6** The effective educational leader collaborates with local authorities and students, staff and other stakeholders to create, implement, monitor and maintain a school safety plan, per state regulations.	The administrator does not demonstrate or communicate a working knowledge of education laws, board policies/agreements, and/or a school safety plan. **(10.5 & 10.6)**	The administrator demonstrates familiarity with education laws, board policies/agreements and a school safety plan but is not always successful in ensuring compliance. **(10.5 & 10.6)**	By demonstrating both a knowledge of and adherence to all education laws, board policies and agreements, the administrator effectively leads all stakeholders in compliance with these requirements, including implementing and maintaining a school safety plan, per state regulations. **(10.5 & 10.6)**	The administrator serves as a role model by demonstrating a knowledge of and adherence to education laws, board policies and agreements, and school safety plans, per state regulations. The administrator advocates for appropriate changes to policies, plans and legislation when necessary. **(10.5 & 10.6)**

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Appendix B – District-Level Decisions: Best Practice Implementation

Professional Growth or Improvement Plan

- Will the district require completion of the self-assessment? (This assessment remains private to the administrator.)
- How many goals are administrators required to have on their plans?
- What is the district timeline for development of the plan?
- How will it be determined the plan is aligned to any district and/or school improvement plan(s)?

Performance Components

- Are pre-conferences required? If so, are there any guidelines?
- Are observations announced or unannounced?
- Is feedback required on each walkthrough/ informal observation? If yes, what will this look like?
- In addition to the conference following formal observations and the final summative conference, are other conferences required?

Evaluation Considerations

- How does the Administrator Performance Evaluation Rubric align with the duties and responsibilities of the administrator?
- Will the district choose to not evaluate an administrator who has been board approved for retirement by Dec. 1?
- How will the district determine if an administrator is on board-approved leave for more than 50% of the school year? Will that administrator be evaluated?

High-Quality Student Data

- How will the district make decisions around high-quality student data?
- How will it be determined if an instrument meets the criteria for high-quality student data? Committee? Evaluators?
- How will the evaluator determine if the administrator meets the criteria of using the data from the instrument?
- How will the district define "locally-determined experts in the field"?
- Will the district utilize the High-Quality Student Data Verification Form (see Appendix C - Suggested Forms) with its evaluators, administrators, and/or district-level high-quality student data committees to document the two measures of district-determined high-quality student data used within the Administrator Performance Evaluation Rubric?

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Appendix C – Suggested Tools and Forms

Self-Assessment Summary Tool for Administrators

Name: **Date:**

Directions:
- Read the list of indicators for each standard and underline or highlight the indicators that describe areas of strength you have under each standard.
- Record the evidence that supports your rating in the columns labeled areas of strength or areas for growth.
- Review the remaining indicators and identify one or two areas of focus for continued growth.

STANDARD	AREAS OF STRENGTH	AREAS FOR GROWTH
Standard 1: Mission, Vision and Core Values • Work in collaboration with students, staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values. • Model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership.		
Standard 2: Ethics and Professional Norms • Understand, uphold and model professional ethics, policies and legal codes of professional conduct • Model and set high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.		
Standard 3: School Improvement • Develop the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need. • Develop a focused plan with processes and procedures for implementation. • Collaborate with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and make necessary adjustments. • Engage and partner with staff and public and private sectors to create and support a culture of continuous improvement.		

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Standard 4: Curriculum, Instruction and Assessment • Support staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction. • Ensure each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support. • Use standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school. • Promote the effective use of technology in the service of teaching and learning.		
Standard 5: Professional Capacity of School Personnel • Support teachers and staff by providing ongoing actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan. • Employ the Ohio Standards for Professional Development to organize the school as a professional learning environment to achieve positive outcomes for each student. • Continually improve effectiveness of staff and self through dialogue, reflection, study and other professional development opportunities.		
Standard 6: Equity and Cultural Responsiveness • Demonstrate cultural knowledge and sensitivity in decision-making practices and interactions with staff, students and families. • Support students and staff by establishing norms of respect, caring, learning and safety. • Cultivate and monitor a school culture characterized by equity and inclusiveness. • Confront and address individual and collective behaviors that disregard and/or defy equity and cultural responsiveness.		
Standard 7: Community of Care and Support • Establish and sustain a professional culture of engagement and commitment to the education of the whole child. • Use and sustain coherent systems of academic, physical, social and emotional supports to meet the needs of each student. • Develop and sustain a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for. • Build and support positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment. • Promote a healthy work-life balance for staff and self.		

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Standard 8: Meaningful Engagement of Families and Community • Develop and sustain positive, collaborative and productive partnerships with families and the surrounding community. • Use the school as a resource to identify and address community needs and understand the context of its existence within the larger community. • Maintain a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources. • Build and sustain productive partnerships with public and private sectors to promote continuous improvement and student learning.		
Standard 9: Strategic Staffing • Participate in the acquisition of high-quality recruits. • Develop and/or use clear selection criteria and hiring processes. • Align the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets and culturally responsive practices. • Provide opportunities for staff to assume leadership roles within the school. • Implement an evaluation process that promotes the professional growth and performance of staff.		
Standard 10: School Operations • Collaborate with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers. • Develop and use productive professional relationships with students, staff, district personnel and other stakeholders to positively impact school operations. • Plan and execute a fiscally responsible budget, ensuring federal, state and local guidelines are followed to support the focused plan. • Develop and implement the schedules and other structures to maximize learning. • Demonstrate and communicate a working knowledge of Ohio public education laws, rules and requirements, as well as district policies, procedures and agreements, as appropriate. • Collaborate with local authorities and students, staff and other stakeholders to create, implement, monitor and maintain a school safety plan, per state regulations.		

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OPES 2.0 Professional Growth Plan Form

The Goal-Setting Process

The goal-setting process is intended to help administrators enhance or improve specific aspects of their leadership practices. Clear professional goals provide focus and direction to improving practices and have a direct impact on student learning. Meaningful goals help administrators attain higher levels of performance and effectiveness. It is recommended the Professional Growth Plan focus on no more than two goals.

Goals should be developed using multiple sources of data, including self-assessment based on the standards, high-quality student data and school/district goals. To positively impact leadership, instructional practices and student achievement, goals must be based on an accurate assessment of administrator performance. Professional goal-setting should complement the Individual Professional Development Plan (IPDP) process and meet SMART criteria:

      S – Specific (What do I want to measure?)
      M – Measurable (How am I going to measure it?)
      A – Attainable (Is this a reasonable goal?)
      R – Results-oriented (What will my goal look like when I've reached it?)
      T – Time-Bound (When will I reach my goal?)

Through the goal-setting process, it is recommended that administrators meet with their evaluators at least three times — (1) to set goals; (2) to assess progress; and (3) to reflect on the work at the end of the academic year. These discussions can occur during scheduled times for the pre-conference, post-conference and end-of-year final holistic evaluation conference or as the evaluator determines necessary.

Reflective practice is a way for administrators to consider what they know and are able to do, thereby identifying areas of strength and areas for further development. Administrators may decide which of the following tools may help them to engage in the process of reflection and self-assessment:

- Self-Assessment Summary Tool for Administrators (Appendix C);
- Ohio Standards for Principals (2018);
- Ohio Standards for Professional Development (2005);
- Available data sources for the school and district.

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The Professional Growth Plan

Professional Growth Plans help administrators focus on areas of professional development that will enable them to enhance their practice. Administrators are accountable for the implementation and completion of their plans and should use their plans as a starting point for the school year. The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the IPDP. The Professional Growth Plan is not intended to replace the IPDP, nor is the IPDP intended to replace the Professional Growth Plan.

The development process of the Professional Growth Plan includes:
- The administrator's reflection informed by the self-assessment;
- Feedback from the evaluator;
- The use of high-quality student data; and
- Support needed to further the administrator's continuous growth and development.

Professional development should be individualized to the administrator's needs. The evaluator should provide for professional development opportunities and support the administrator by providing resources (for example, time and financial resources). The Professional Growth Plan should be reflective of the evidence available and focus on specific areas identified in previous observations and evaluations to determine the administrator is making progress. The Professional Growth Plan is intended to be clear and comprehensive. It is aligned to the most recent holistic evaluation results and proposes a sequence of appropriate activities leading to accomplishment of the goals.

Specifically, the Professional Growth Plan includes:
- Goals related to specific standards from the *Ohio Standards for Principals (2018)*;
- Identification of areas for future professional growth;
- Specific resources and opportunities to assist the administrator in enhancing skills, knowledge and practice;
- Outcomes that will enable the administrator to increase student learning and achievement.

The Professional Growth Plan goals are monitored and discussed continually with the evaluator throughout the year. It is sound professional practice that the evaluator and administrator meet three times a year to discuss goals and progress. Aligning individual goals with any school district and/or building improvement plan(s) enhances professional practice leading to improved leadership practice.

Professional Growth Plan

Administrator: **Evaluator:**

	Dates Discussed:
Goal Statement(s) Demonstrating Performance on Ohio Standards for Principals (2018):	
Action Steps and Resources to Achieve Goal(s):	
Qualitative and/or Quantitative Measurable Indicators (Evidence Indicating Progress on Goals):	
Describe the alignment to district and/or building improvement plan(s):	

_____   _____   _____   _____
Evaluator Signature   **Date**   **Administrator Signature**   **Date**

The signatures above verify the administrator and evaluator have discussed and agreed upon this Professional Growth Plan.

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OPES 2.0 Improvement Plan Form

The purpose of the Improvement Plan is to help administrators focus on areas in which they need intensive support to improve their practice. An Improvement Plan is developed when an administrator's performance in one or more areas is scored as ineffective or the overall performance is scored as ineffective. The evaluator and administrator are required to meet to discuss a plan for improvement. The development of the Improvement Plan may take more than one meeting, and each person should provide sufficient time to ensure the plan is comprehensive and detailed.

An **Improvement Plan** must include the following:
- Identification of specific deficiencies and recommended areas of growth;
- Measurable goals for improving the deficiencies to acceptable levels;
- Specific professional development or strategies to accomplish the goals;
- Specific resources necessary to implement the plan including, but not limited to, opportunities for the administrator to work with highly effective administrators or central office staff;
- A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching; and
- Procedures for determining acceptable improvement.

The administrator is accountable for the implementation and completion of the plan and should talk with the evaluator if modifications to the plan are needed. Upon completion of the plan, the administrator and evaluator shall sign the improvement form, documenting completion of the plan. (See Appendix C for the Improvement Plan form.)

An evaluator must reassess the administrator's performance in accordance with the written plan. This reassessment should include multiple performance observations. When the reassessment is completed, if the evaluator has documented an acceptable level of performance improvement, the administrator may transition to a Professional Growth Plan. If the administrator's performance remains ineffective, the evaluator may reinstate the Improvement Plan with additional recommendations for improvement or take the necessary steps to recommend termination/non-renewal of a contract.

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OPES 2.0 Improvement Plan Form

Administrator Name: _____ School year: _____

Building: _____ Date of Improvement Plan Conference: _____

Written Improvement Plans are to be developed when an educator receives an overall Ineffective rating or an Ineffective rating on any of the components of the OPES 2.0 system. The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the Improvement Plan, the evaluator may recommend continuing the plan or termination/non-renewal of the administrator's contract.

Section 1: Improvement Statement – List specific areas for improvement as related to the *Ohio Standards for Principals (2018)*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Goal(s)	Level of Performance: Specifically Describe Successful Improvement Target(s)	Starting Date	Check-In Date(s)	Ending Date

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OPES 2.0 Improvement Plan Form (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the administrator to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.	
Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided, as well as opportunities for professional development.

Date for this Improvement Plan to be Evaluated:

Administrator's Signature: Date:

Evaluator's Signature: Date:

The evaluator's signature on this form verifies the proper procedures, as detailed in the local contract, have been followed.

OPES 2.0 Improvement Plan Form: Evaluation of Plan

Administrator Name: _____   School year: _____

Building: _____   Date of Improvement Plan Conference: _____

The Improvement Plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐ Improvement demonstrated and professional standards met a satisfactory level of performance.

☐ Continue with the Improvement Plan for a specified amount of time.   Date:

☐ Recommend termination/non-renewal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Administrator's Signature: _____   Date: _____

Evaluator's Signature: _____   Date: _____

The evaluator's signature on this form verifies the proper procedures, as detailed in the local contract, have been followed.

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High-Quality Student Data Verification Form

There are many types of data that can be used to support student learning — and the data include much more than just test scores. Those types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the criteria/definition of high-quality student data for the purpose of administrator evaluation.

The administrator evaluation will use at least two measures of district-determined high-quality student data to provide evidence of student learning attributable to the administrator being evaluated. When applicable, high-quality student data shall include the value-added progress dimension and at least one other measure of high-quality student data to demonstrate student learning. The two pieces of high-quality student data may be used as evidence in any component of the evaluation where applicable.

The high-quality student data instrument must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Aligns to learning standards;
- Measures what is intended to be measured;
- Is attributable to the administrator;
- Demonstrates evidence of student learning (achievement and/or growth);
- Follows protocols for administration and scoring;
- Provides trustworthy results;
- Does not offend or be driven by bias.

High-quality student data must be used by the administrator as follows:

- To measure student learning (achievement and/or growth) and progress toward achieving state and local standards;
- To facilitate the critical reflection and analysis of high-quality student data as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;
- To ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level are addressed through instruction.

Districts have the option to use this High-Quality Student Data Verification Form with their evaluators, administrators and/or district-level high-quality student data committees to document the two measures of district-determined high-quality student data used within the Administrator Performance Evaluation Rubric.

High-Quality Student Data Verification Form

Administrator Name: Evaluator Name:

Building/Assignment:

List sources of high-quality student data used within the Administrator Performance Evaluation Rubric. Value-added data must be used as one source if available:

1.
2.

Comments:

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Administrator Signature: Date:

High-Quality Student Data Use Approval Signature: Date:

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Final Holistic Rating of Administrator Effectiveness Form

In accordance with Ohio law[7], the Administrator Performance Evaluation Rubric describes four levels of administrative performance for each component within the four rubric domains. Each performance rating also can be described in more general terms as a holistic rating of administrator performance:

Ineffective

An ineffective rating indicates the administrator does not demonstrate competency in the principal standards, does not effectively influence the culture and/or meet the needs of internal and/or external stakeholders and requires direct intervention and ongoing intensive professional support for necessary growth to occur.

Developing

A developing rating indicates the administrator demonstrates competency in some of the principal standards but needs support with other standards. The developing administrator is inconsistent in influencing the culture and/or meeting the needs of internal and/or external stakeholders. A rating of developing indicates the administrator may be making progress at refining his or her leadership skills, abilities and professional practice, but the administrator's performance requires ongoing professional support for necessary growth to occur.

Skilled

A skilled rating is the rigorous, expected performance level indicating the administrator consistently meets expectations for performance and regularly demonstrates competency in the principal standards. The skilled administrator effectively influences the culture and addresses the needs of internal and external stakeholders and consistently demonstrates growth in instructional leadership and professional practice. A rating of skilled indicates the administrator uses knowledge, skills and abilities needed for consistent and effective leadership in his or her role.

Accomplished

An accomplished rating indicates the administrator consistently exceeds expectations for performance and fully demonstrates competency in all principal standards. The accomplished administrator effectively influences the culture and proactively addresses the needs of internal and external stakeholders. A rating of accomplished indicates the administrator consistently demonstrates exemplary performance in instructional leadership and professional practice and contributes to the school or district through the development and mentoring of colleagues. The accomplished administrator integrates and develops knowledge, skills and abilities to innovate and enhance the building, district and, potentially, the profession and empowers and positively influences others, extending his or her professional impact to the broader educational community.

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[7] Ohio Revised Code 3319.112

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Final Holistic Rating of Administrator Effectiveness Form

Professional Growth Plan (or Improvement Plan) Goal(s):				
Evaluator Comments:				
Administrator Comments:				
	INEFFECTIVE	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Final Holistic Rating: *Note: It is important for the evaluator to consider the preponderance of evidence collected throughout the evaluation cycle to assist in the determination of the Final Holistic Rating.*	☐	☐	☐	☐

☐ **Check here if Improvement Plan has been recommended.**

Evaluator Signature: **Date:**

Administrator Signature: **Date Received:**

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