

## Administrator Level of Support Summative Form (Alaska Standards)

**SAMPLE**

**Purpose:** This form suggests operating principles for determining the Level of Support for an administrator based upon the Alaska Content Standards for Administrators. The evaluator should use all evidence collected which can include: documentation from formal observations, informal observations, conferencing, and any additional evidence the administrator has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible.

**Directions:** The evaluator will follow the process below to complete the summative evaluation and determine the level of support that the educator will require:

- 1) **Gather and assess evidence (artifacts and observations) for each performance standard.**  
At the end of the observation cycle, the assigned evaluator will assess all the evidence available for an administrator to determine the ratings for each of the 49 performances using the *Standards for Alaska's Administrator* <http://www.eed.state.ak.us/standards/pdf/administrators.pdf>. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use performance ratings to establish standard ratings.** To roll-up performance ratings into ten (10) content standard ratings, evaluators will use the following operating principles:
  - a. **Exemplary:** An administrator should receive a content standard rating of *Exemplary* if the administrator has received *Exemplary* ratings in at least half of the performances of the standard, with the remaining performances rated no lower than *Proficient*.
  - b. **Proficient:** An administrator should receive a standard rating of *Proficient* if the administrator received no more than one performance rated *Basic*, with the remaining performances rated *Proficient* or *Exemplary*.
  - c. **Basic:** An administrator should receive a standard rating of *Basic* if the administrator received no *Unsatisfactory* performance ratings and two or more *Basic* performance ratings.
  - d. **Unsatisfactory:** An administrator should receive a content standard rating of *Unsatisfactory* if any one performance is rated *Unsatisfactory*.
- 3) **Use student learning data to establish rating for Student Learning Standard.**
- 4) **Use standard ratings to determine level of support.** Using all eleven (11) standard ratings (including the Student Learning Standard) to establish the level of support for the following school year, evaluators will use the following operating principles:
  - a. **Professional Focus:** In collaboration with the evaluator, an administrator should select a Professional Focus for the following school year if at least ten of the standards are rated as Proficient or Exemplary, with the remaining standard rated no lower than Basic.
  - b. **District Support/Plan of Professional Growth:** An administrator must receive District Support or collaborate with district to create a Plan of Professional Growth if no standard is rated *Unsatisfactory* and two or more standards are rated *Basic*.
  - c. **Plan of Improvement:** An administrator will follow a Plan of Improvement created by the district if any standard is rated *Unsatisfactory*.

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**SAMPLE**

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

Evaluator: \_\_\_\_\_

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

	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
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**STANDARD ONE: Provides leadership for an educational organization**

a. working with and through individuals and groups				
b. facilitating teamwork and collegiality, including treating staff as professionals				
c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district and staff and student needs				
d. focusing on high priority issues related to student learning and staff competence				
e. recognizing and acknowledging outstanding performance				
f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures				
g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals				
h. taking action to carry out plans and accomplish goals				
i. maintaining the administrator's own professional goals				
<i>Overall rating for STANDARD 1</i>				

**STANDARD TWO: Guides instruction and supports an effective learning environment**

a. supporting the development of a schoolwide climate of high expectations for student learning and staff performance				
b. ensuring that effective instructional methods are in use				
c. maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities				
d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning				
e. facilitating the establishment of effective learning environments				
<i>Overall rating for STANDARD 2</i>				

**STANDARD THREE: Oversees the implementation of curriculum**

a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum				
b. interpreting school district curricula in terms of school-level organization and program				
c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance				
d. monitoring social and technological developments as they affect curriculum				
<i>Overall rating for STANDARD 3</i>				

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**STANDARD FOUR:** Coordinates services that support student growth and development

a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school				
b. providing for student guidance, counseling, and auxiliary services				
c. coordinating outreach for students, staff and school programs, community organizations, agencies and services				
d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance				
e. supporting the development and use of programs that connect schooling with plans for adult life				
f. supporting the development and overseeing the implementation of a comprehensive program of student activities				
<i>Overall rating for STANDARD 4</i>				

**STANDARD FIVE:** Provides for staffing and professional development to meet student learning needs

a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models				
b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities				
c. evaluating staff for the purpose of making recommendations about retention and promotion				
d. participating in the hiring of new staff based upon needs of the school and district priorities				
<i>Overall rating for STANDARD 5</i>				

**STANDARD SIX:** Uses assessment and evaluation information about students, staff, and the community in making decisions

a. developing tools and processes to gather needed information from students, staff, and the community				
b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate				
c. interpreting assessment information and evaluations for others				
d. relating programs to desired standards or goals				
<i>Overall rating for STANDARD 6</i>				

**STANDARD SEVEN:** Communicates with diverse groups and individuals with clarity and sensitivity

a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing				
b. obtaining and using feedback to communicate more effectively				
c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences				
d. communicating a positive image of the school in the community				
<i>Overall rating for STANDARD 7</i>				

**STANDARD EIGHT:** Acts in accordance with established laws, policies, procedures, and good business practices

a. acting in accordance with federal and state statutes, regulations, and other law;				
b. working within local policy, procedures, and directives				
c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively				
<i>Overall rating for STANDARD 8</i>				

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SAMPLE	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
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**STANDARD NINE:** Understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities

a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact				
b. identifying relationships between public policy and education				
c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action				
d. engaging in and supporting efforts to affect public policy to promote quality education for students				
e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames				
f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning				
<i>Overall rating for STANDARD 9</i>				

**STANDARD TEN:** Facilitates the participation of parents and families as partners in the education of children

a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community				
b. ensuring that teachers and staff engage parents and families in assisting student learning				
c. maintaining a school or program climate that welcomes parents and families and invites their participation				
d. involving parents and community in meaningful ways in school or program decision-making				
<i>Overall rating for STANDARD 10</i>				

## STUDENT LEARNING STANDARD

Student Learning Objective #1				
Student Learning Objective #2				
	<b>Exemplary (4)</b> At least 85% of students met their target.	<b>Proficient (3)</b> At least 65% but less than 85% of students met their target.	<b>Basic (2)</b> At least 40% but less than 65% of students met their target.	<b>Unsatisfactory (1)</b> Fewer than 40% of students met their target.
<i>Overall rating for STUDENT LEARNING STANDARD</i>				

## LEVEL OF SUPPORT

### Professional Focus

At least nine standards rated proficient or above and no standard rated as unsatisfactory

### District Support or

*(Plan for Professional Growth)*

Two or more standards rated as basic and no standard rated as unsatisfactory

### Plan of Improvement

One or more standard(s) rated as unsatisfactory

**Note:** The signature of the evaluator and administrator verifies that the summative report and level of support determination has been reviewed and that the proper process has been followed.

**Administrator Signature:** \_\_\_\_\_ **Evaluator Signature:** \_\_\_\_\_

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

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