2021 District Administrator Evaluation

Educator Name:	
Evaluator Name:	
Date of End-of-Cycle Summary Conference:	

District Administrator Summary Scores

Use the Wisconsin Framework for District Leadership rubric with descriptors to score the educator's level of performance on all 21 components.
Add a rationale specifying your reasoning for choosing that level, if desired.

Component 1.1.1 - Recruiting & Selecting Descriptors:

☐	1 - Lacks a clear or sequential process to recruit or select staff	☐	2 - Inconsistently uses a clear and sequential process to recruit and select staff	☐	3 - Consistently uses clear and sequential process to recruit and select effective and diverse staff	☐	4 - Consistently uses clear and sequential process to recruit and select highly effective and diverse staff
	1 - Rarely applies school's vision and mission to the recruiting and selecting decisions.		2 - Inconsistently applies school's vision and mission to recruiting and selecting decisions		3 - Applies recruitment and selection strategy that is informed by school's vision and mission		4 - Applies recruitment and selection strategy that is integrated within School Improvement Plan
			2 - Selection process typically limited to resume screen with unstructured candidate interviews		3 - Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as a factor in recruiting and selecting decisions		4 - Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selecting decisions

		2 - Does not involve other administrators in selection process	3 - Involves administrator leaders in selection process for some instructional staff	4 - Involves administrator leaders in selection process for all instructional staff
				4 - Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff

Component 1.1.1 Comments:

Component 1.1.2 - Assignment of administrators and Instructional Staff Descriptors:				
☐	1 - Occasionally assigns staff to positions for which they are not qualified	☐ 2 - Assigns administrators and other instructional staff to positions based on qualifications, but may not consider student academic or learning needs, or administrator effectiveness	☐ 3 - Assigns administrators and other instructional staff to positions based on qualifications, student academic and learning needs, and administrator effectiveness	☐ 4 - Assigns administrators and other instructional staff to positions based on qualifications, demonstrated effectiveness, and to support school goals and maximize student achievement
	1 - Does not consider student learning teacher effectiveness or instructional team composition when making team assignments	2 - Attempts to create instructional teams (e.g., data teams, professional learning communities) but team member assignment is not based on staff strengths	3 - Assigns administrators and other staff to instructional teams (e.g., data teams, professional learning communities) based on individual and group strengths	4 - Assigns administrators and other staff to instructional teams based on individual and group strengths, with input from administrator leaders and group members
	1 - Rarely anticipates or plans for staff transitions	2 - Anticipates some staff transitions, but has inefficient plan for such changes	3 - Identifies potential staff transitions and has strategies to fill positions prior to school year	4 - Identifies potential staff transitions and uses strategies resulting in almost all positions filled prior to school year
				4 - Staff assignment process serves as a model for other schools and districts

Component 1.1.2 Comments:

Component 1.1.3 - Observation and Performance Evaluation Descriptors:				
☐	1 - Rarely observes teaching	☐ 2 - Periodically observes teaching	☐ 3 - Regularly observes teaching using different modalities (walkthroughs, classroom and team-level observations)	☐ 4 - Regularly observes teaching using different modalities

	1 - Gives staff infrequent or inaccurate feedback		2 - Gives staff general or vague feedback		3 - Regularly gives staff clear feedback based on observations, other evidence sources, and evaluation criteria		4 - Regularly gives staff timely, clear, and actionable feedback based on observations, other evidence sources, and evaluation criteria
	1 - Does not use evaluation process to identify accurate levels of performance		2 - Completes evaluations that may lack differentiation or demonstrate inaccurate appraisals		3 - Completes evaluations that identify accurate levels of performance and periodically reviews results for reliability		4 - Completes evaluations that consistently identify accurate levels of performance and regularly reviews results for reliability.
	1 - Fails to document or address weak performance		2 - Occasionally documents or inappropriately addresses weak performance		3 - Appropriately documents and addresses weak performance, including intervention plans when needed		4 - Appropriately documents and addresses weak performance, including intervention plans when needed, leading to improved performance or other appropriate outcomes
	1 - Rarely uses evaluation results for individual or school growth		2 - Inconsistently uses evaluation results to inform individual and school growth		3 - Consistently uses evaluation results to inform individual growth		4 - Consistently uses evaluation results for individual and school growth and to inform school improvement planning
			2 - Encourages administrators to seek support of peers		3 - Provides opportunities for administrators to observe each other's practice		4 - Creates systems for peer support, including growth-oriented observations, analysis, and reflection

Component 1.1.3 Comments:

Component 1.1.4 - Professional Development and Learning Descriptors:

☐	1 - Provides learning opportunities that are not informed by student, classroom, or school data	☐	2 - Provides some general learning opportunities informed by current student, classroom, or school data	☐	3 - Consistently provides learning opportunities informed by current student, classroom, and school data, reflecting cultural, linguistic, and other learning needs	☐	4 - Implements collaborative learning opportunities informed by comprehensive analysis of student, classroom, and school data, reflecting cultural, linguistic, and other learning needs
	1 - Learning opportunities are rarely tailored to meet educator needs or aligned with school improvement priorities		2 - Creates learning opportunities that meet some educator needs and generally align with school improvement priorities		3 - Creates productive and engaging learning opportunities that align with educator learning needs and school improvement priorities		4 - Creates productive and engaging learning opportunities that align with individual and school improvement priorities, and maximize use of time and resources.

		2 - Creates some learning opportunities that are inflexible or adhere to a predetermined schedule	3 - Encourages educators to take responsibility for improving their performance over time	4 - Cultivates systems to assess and adjust quality of learning structures
				4 - Empowers educators to "own" their learning, self-identify opportunities and support growth of others

Component 1.1.4 Comments:

Component 1.1.5 - Distributed Leadership Descriptors:							
☐	1 - Rarely encourages staff members to seek increased responsibility based on their interests and qualifications	☐	2 - Encourages staff members to seek increased responsibility based on their interests and qualifications	☐	3 - Purposefully leverages staff for leadership opportunities based on their strengths, experiences, and demonstrated success	☐	4 - Systematically leverages staff members for increased responsibility based on their strengths, experiences, and demonstrated success
	1 - Rarely monitors progress or completion of delegated tasks and/or responsibilities		2 - Staff leadership opportunities are inconsistently aligned with school goals		3 - Develops distributed leadership strategy that is aligned with school goals and engages administrators with instructional or content leadership activities		4 - Develops school-wide distributed leadership strategy that is aligned with school goals and engages administrators with instructional or content leadership activities
	1 - Rarely provides support to emerging leaders		2 - Assesses completion of delegated tasks and/or responsibilities, but not necessarily progress on related goals		3 - Assesses completion of delegated tasks and progress on related goals		4 - Helps staff develop their ability to manage multiple tasks and related goals and to assess results
			2 - Understands importance of mentoring or coaching emerging leaders, but there is little evidence of such support		3 - Provides formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success		4 - Provides formal and informal support, including mentoring or coaching, and guided leadership opportunities to emerging leader
							4 - Develops, supports and encourages shared expectations for distributed leadership

Component 1.1.5 Comments:

Component 1.2.1 - Mission and Vision Descriptors:

☐ 1 - Articulates instructional vision or mission that lacks coherence and is not reflected in School Improvement Plan	☐ 2 - Articulates instructional vision and mission, but some aspects are unclear and/or missing from School Improvement Plan	☐ 3 - Creates and communicates clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan	☐ 4 - Creates, communicates and maintains clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan
1 - Implements School Improvement Plan without cultivating commitment to ownership of vision and/or mission	2 - Implements School Improvement Plan with involvement of some stakeholders, but awareness and ownership of school's vision and/or mission is not shared widely among students and staff	3 - Implements School Improvement Plan with input from staff and some external stakeholders, using evidence based strategies	4 - Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies
1 - Does not assess School Improvement Plan progress and results	2 - Inconsistently assesses School Improvement Plan progress and results	3 - Periodically assesses School Improvement Plan progress and results	4 - Regularly assesses School Improvement Plan progress and uses results to inform current and subsequent plans
		3 - Updates vision and mission as needed based on relevance to research and school-based evidence	4 - Updates vision and mission as needed based on relevance to research and school-based evidence
		3 - Ensures that mission and vision are known and accepted by a majority of students and staff	4 - Fosters an environment in which students, staff, and community as a whole assume responsibility for school's vision, mission and value

Component 1.2.1 Comments:

Component 1.2.2 - Student Achievement Focus Descriptors:

☐ 1 - Tolerates poor student academic or behavioral performance or weak administrator focus on student achievement expectations	☐ 2 - Sets expectations for student academics and behavior, but they are not clearly reflected in daily instruction or the School Improvement Plan	☐ 3 - Sets expectations for student academics and behavior that are clearly reflected in daily instruction and the School Improvement Plan	☐ 4 - Empowers administrators, staff, students and other stakeholders to contribute to clear, high and demanding academic and behavior expectations for every student that are reflected in daily instruction and the School Improvement Plan

1 - Cannot articulate or does not monitor curricular and instructional program	2 - Articulates the curricular and instructional program, but some aspects lack coherence	3 - Leads and regularly monitors a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students	4 - Develops systems to assess level of academic and behavior expectations and takes actions to strengthen those expectations
1 - Does not provide access to differentiated student supports	2 - Inconsistently monitors curriculum and instructional program	3 - Provides multi-tiered support system (such as Response to Intervention) to analyze student needs and target resources for student success	4 - Leads, as well as empowers others, in regular monitoring of coherent standards-based curricular and instructional program to deliver rigorous academic content to all students
	2 - Provides limited access to differentiated student supports		4 - Provides multi-tiered support system that is a model for targeting resources and yielding student success

Component 1.2.2 Comments:

Component 1.2.3 - Staff Collaboration Descriptors:

☐ 1 - Fails to establish or support opportunities for collaboration	☐ 2 - Encourages collaboration, but does not assess collaborative work for focus on instruction and administrator and student learning	☐ 3 - Establishes and supports ongoing development of collaborative work groups	☐ 4 - Creates conditions and expectations for collaborative work groups that are owned by administrators
1 - Acts as a barrier to collaboration	2 - Collaborative work focuses mainly on administrative issues	3 - Assesses collaboration to keep focus on instruction as well as administrator and student learning	4 - Workgroups self-assess collaboration to maximize focus on instruction as well as administrator and student learning
	2 - Uses informal/ad hoc common planning periods	3 - Provides consistent, common planning periods	4 - Provides consistent, extended opportunities for educators to collaborate
		3 - Periodically participates with collaborative teams to identify solutions to difficult problems	4 - Actively participates with collaborative teams to identify solutions to difficult problems

Component 1.2.3 Comments:

Component 1.2.4 - School wide Use of Data Descriptors:

☐	1 - Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies	☐	2 - Organizes periodic schoolwide efforts to analyze data to identify problems and develop school improvement strategies	☐	3 - Facilitates school-wide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data	☐	4 - Empowers others to lead school-wide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data
	1 - Rarely encourages or supports administrators and administrator teams to collect and analyze data, and use results to improve instruction, leadership practices, and student learning		2 - Organizes periodic schoolwide efforts to analyze data to identify problems and develop school improvement strategies		3 - Develops and monitors appropriate school improvement strategies and adjusts as needed		4 - Develops and monitors appropriate school improvement strategies and adjusts as needed to build a culture for learning
	1 - Does not encourage use of balanced assessment framework (e.g., formative, interim, and summative)		2 - Encourages administrators and administrator teams to collect and analyze data, but may not provide sufficient support in use of data to improve instruction, leadership practices and student learning		3 - Develops capacity of individual administrators and administrator teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning		4 - Fosters school norms where administrators, administrator teams, and leaders regularly use and share results from continuous improvement processes to improve instruction, leadership practices, and student learning
			2 - Encourages use of balanced assessment framework (e.g., formative, interim, and summative)		3 - Oversees development of balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning		4 - Empowers administrators and other leaders to create and regularly use balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning

Component 1.2.4 Comments:

Component 1.2.5 - Administrator Goals and Objectives Descriptors:

☐	1 - Supports administrator goals and objectives that do not adhere to Educator Effectiveness goals and objectives criteria	☐	2 - Supports administrator goals and objectives that inconsistently meet Educator Effectiveness goals and objectives criteria	☐	3 - Supports administrator goals and objectives that are evidence-based, student centered, and meet Educator Effectiveness criteria	☐	4 - Supports administrator goals and objectives that are evidence-based, student centered, meet Educator Effectiveness criteria, and align with school priorities (i.e., School Improvement Plan)

1 - Does not encourage administrators to collaborate on goals and objectives development	2 - Encourages some administrators to collaborate on goals and objectives development	3 - Encourages administrators to co-develop goals and objectives (as appropriate)	4 - Creates conditions leading to administrator ownership of goals and objectives process with administrators regularly co-developing goals and objectives (as appropriate), sharing results, and strengthening goals and objectives
1 - Does not encourage staff to share goals and objectives results with peers	2 - Occasionally encourages administrators to share goals and objectives results with peers	3 - Regularly provides opportunities for administrators to share goals and objectives results and jointly revise and strengthen goals and objectives	4 - Cultivates goals and objectives process where administrator goals and objectives align with district priorities and serve as exemplary models

Component 1.2.5 Comments:

Component 2.1.1 - Professionalism Descriptors:

☐ 1 - Does not model professionalism or ethical behavior	☐ 2 - Occasionally models positive professional or ethical behavior	☐ 3 - Consistently models positive professional and ethical behavior	☐ 4 - Consistently models positive professional and ethical behavior
1 - Rarely holds staff to professional, ethical, and respectful behavioral expectations	2 - Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so	3 - Expects staff to display professional, ethical, and respectful behavior at all times and takes swift action when inappropriate conduct or practice is reported or observe	4 - Empowers staff to model ethical and respectful behavior, leading to shared professional accountability
1 - Does not reflect on personal professional practice	2 - Occasionally reflects on personal professional practice	3 - Regularly and accurately reflects on personal professional practice and pursues professional growth activities	4 - Regularly and accurately reflects on personal professional practice and pursues ongoing professional growth activities
1 - Rarely applies current educational research to inform practice	2 - Inconsistently applies current educational research to inform practice	3 - Consistently applies current educational research to practice and monitors impact	4 - Consistently applies current educational research to practice and monitors impact
		3 - Participates in activities that contribute to the profession	4 - Leads activities that contribute to the profession

Component 2.1.1 Comments:

Component 2.1.2 - Time Management and Priority Setting Descriptors:

☐	1 - Rarely focuses objectives or activities on school improvement priorities	☐	2 - Inconsistently focuses objectives and activities on school improvement priorities	☐	3 - Consistently focuses objectives and activities on school improvement priorities	☐	4 - Focuses almost all objectives and activities on school improvement priorities
	1 - Does not anticipate future needs or set appropriate timelines		2 - Tries to anticipate future needs, but some timelines are not realistic or appropriate		3 - Sets objectives, activities and timelines to meet future needs		4 - Creates time efficiencies to maximize focus on goals, priorities and deadlines
	1 - Fails to establish clear guidance about priority of instructional time		2 - Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts		3 - Assesses use of time to meet goals, priorities and deadlines		4 - School community is empowered to create innovative opportunities for increased and/or enhanced instructional time
					3 - Acts to protect instructional time by keeping administrators, students and staff focused on student learning and free from external distractions		

Component 2.1.2 Comments:

Component 2.1.3 - Use of Feedback for Improvement Descriptors:

☐	1 - Rarely seeks or applies feedback to shape priorities or improve personal performance	☐	2 - Seeks feedback from stakeholders, but inconsistently uses feedback to improve personal or school performance	☐	3 - Actively solicits feedback and help from stakeholders, and uses feedback to improve personal and school performance	☐	4 - Develops and implements efficient systems that generate feedback and advice from students, administrators, parents, community members, and other stakeholders that results in improved personal and school performance
			2 - Inconsistently acts upon feedback to shape priorities designed to improve student achievement		3 - Regularly incorporates feedback to help shape priorities designed to improve student achievement		4 - Explains to stakeholders how feedback has been used to shape priorities designed to improve student achievement

Component 2.1.3 Comments:

Component 2.1.4 - Initiative and Persistence Descriptors:

☐	1 - Rarely persists to achieve expected goals	☐	2 - Uses persistence to achieve some, but not all, expected goals	☐	3 - Consistently applies initiative and persistence to achieve expected goals	☐	4 - Consistently applies initiative and persistence to accomplish ambitious goals

	1 - Takes little or no leadership in partnerships that could contribute to school success		2 - Inconsistently takes on additional responsibilities and partnerships to address school challenges or enhance current practices		3 - Engages diverse stakeholders at district and state level, and within local community, to address school challenges or enhance current practices		4 - Takes a leadership role within district and local community to create solutions to school's challenges or enhance current practices, making a notable contribution to district and community
					3 - Develops productive school-community partnerships		4 - Develops successful and sustained school-community partnerships

Component 2.1.4 Comments:

Component 2.2.1 - School Climate Descriptors:							
☐	1 - Is ineffective in establishing school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds	☐	2 - Understands importance of, but is minimally effective in, establishing and maintaining school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds	☐	3 - Establishes and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds	☐	4 - Creates conditions where school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds
	1 - Rarely or inaccurately evaluates school climate to ensure that it is conducive to student and staff learning or inclusive of different perspectives		2 - Inconsistently evaluates school climate to ensure that it is conducive to student and staff learning and inclusive of different perspectives		3 - Regularly evaluates school climate and takes steps to address student and staff learning to ensure that it is inclusive of different perspectives		4 - Collaborates with staff to regularly evaluate school climate and confront barriers, including preconceptions about race, culture, class and other issues of difference that inhibit student and staff learning
							4 - School serves as a model for inclusionary practices

Component 2.2.1 Comments:

Component 2.2.2 - Communication Descriptors:

☐ 1 - Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders	☐ 2 - Communicates school goals, learning expectations, challenges, improvement plans and progress to some stakeholders	☐ 3 - Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders	☐ 4 - Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders, and varies communication strategies to be responsive to a variety of audiences with different backgrounds and perspectives
1 - Does not utilize different approaches to communicate or ineffectively utilizes several communication approaches	2 - Utilizes limited communication approaches	3 - Utilizes multiple approaches to communicating, such as face-to-face conversations, newsletters and websites and monitors their impact	4 - Assesses effectiveness of different communication strategies and adapts as necessary (e.g., retooling message, expanding scope of communication)
1 - Responses to parents and community members are not timely or meaningful	2 - Occasionally responds to contact from parents and community members in a timely or meaningful way	3 - Consistently responds to contact from parents and community members in a timely and meaningful way	4 - Solicits and responds to contacts from parents and community members in a timely and meaningful way

Component 2.2.2 Comments:

Component 2.2.3 - Conflict Management and Resolution Descriptors:

☐ 1 - Unaware of or contributes to conflicts	☐ 2 - Acknowledges but avoids addressing some conflicts	☐ 3 - Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view	☐ 4 - Anticipates conflict and is proactive in defusing and resolving disagreements among stakeholders
1 - Lacks fairness, self-control and consistency when dealing with difficult situations	2 - Inconsistently models fairness, self-control and consistency when dealing with difficult situations	3 - Models fairness, self-control, and consistency when dealing with difficult situations and cultivates these characteristics in other	4 - Models fairness, self-control and consistency when dealing with difficult situations and school community reflects shared commitment to empathy and respect
1 - Limits involvement in relationship building and conflict management to defuse tense or problematic situations	2 - Interacts with students, staff and other stakeholders on an as-needed basis to defuse potentially stressful situations	3 - Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging	4 - Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging

	2 - Even if significant philosophical differences exist, accepts and supports district decisions when final	3 - When significant philosophical differences exist, uses appropriate venues to question district direction, but accepts and supports decisions when final	4 - Welcomes varying points of view as a force for positive change
			4 - When significant philosophical differences exist, uses appropriate venues and evidence-based arguments to question district direction, but accepts and supports decisions when final

Component 2.2.3 Comments:

Component 2.2.4 - Consensus BuildingDescriptors:							
☐	1 - Fails to identify areas in which agreement and/or consensus is necessary	☐	2 - Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement	☐	3 - Uses varied strategies to work toward a consensus for improvement including shared problem solving approaches	☐	4 - Ensures an inclusive process for collaboration and incorporates different perspectives and dissenting voices into decision making
	1 - Rarely seeks input or secures cooperation, and instead makes unilateral, arbitrary decisions		2 - Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process		3 - Uses building leaders to assist in trying to reach consensus		4 - Empowers stakeholders to initiate improvement strategies and facilitate the change management process
					3 - Allows dissenting views, but recognizes that full consensus may not always be possible and manages change process to keep school moving on important priorities		

Component 2.2.4 Comments:

Component 2.3.1 - Learning Environment Management Descriptors:							
☐	1 - Does not ensure that school is safe	☐	2 - Attempts to create a safe learning environment, but unaddressed safety issues exist	☐	3 - Supervises facilities and equipment management to create a safe learning environment	☐	4 - Supervises facilities and equipment management to create a safe learning environment

	1 - Has not implemented a crisis management plan		2 - Implements a crisis management plan, but periodic tests and updates of the plan may not occur		3 - Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed		4 - Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed
	1 - Does not develop a calendar of building activities and events		2 - Develops a calendar of activities and events, but does not regularly update it, resulting in conflicts		3 - Maintains an updated and accessible school calendar of activities and events		4 - Ensures that school community takes initiative and ownership to support a safe and effective learning environment
	1 - Does not cooperate with district maintenance supervisors in support and direction of custodial personnel		2 - Occasionally cooperates with district buildings and grounds in supervision and direction of custodial personnel		3 - Cooperates with district buildings and grounds in supervision and direction of custodial personnel		4 - Identifies creative solutions to maximize and share space
							4 - Identifies creative ways to involve school community in helping to keep learning environment clean and maintained

Component 2.3.1 Comments:

Component 2.3.2 - Financial Management Descriptors:

☐	1 - Does not develop required budgets	☐	2 - Develops budget as required	☐	3 - Conducts needs analysis as part of budget development	☐	4 - Conducts needs analysis and clearly aligns budget with instructional vision and school improvement priorities
	1 - Performs ineffective budget management		2 - Manages budget within guidelines		3 - Manages budget with flexibility and seeks approval when variance is needed		4 - Manages budget with flexibility and seeks approval when variance is needed
	1 - Exceeds school budget		2 - School spending may exceed allocation		3 - Focuses on staying within budget and effectively allocates resources to support school improvement priorities		4 - Involves school community in budget planning in conjunction with overall School Improvement Plan
			2 - School budget does not accurately reflect school improvement priorities		3 - Pursues and periodically obtains external funding		4 - Uses innovative resource reallocation strategies
							4 - Consistently seeks and obtains external funding

Component 2.3.2 Comments:

Component 2.3.3 - Policy Management Descriptors:							
☐	1 - Does not comply with policies, procedures, laws and regulations	☐	2 - Follows some policies, procedures, laws and regulations	☐	3 - Follows all policies and procedures, laws and regulations, and seeks clarification when needed	☐	4 - Follows all policies, procedures, laws and regulations, and seeks clarification when needed
	1 - Does not maintain appropriate documentation		2 - Inconsistently maintains appropriate documentation		3 - Consistently maintains appropriate documentation		4 - Consistently maintains appropriate documentation
	1 - Does not communicate updated policies to staff		2 - Inconsistently communicates updated policies to staff		3 - Communicates updated policies to staff		4 - Creates awareness and understanding among staff and other stakeholders of local, state and federal policies
			2 - Does not communicate with local, state and federal policymakers on issues that directly impact school and leadership practice		3 - Communicates with appropriate policymakers to influence policies that directly impact school and leadership practice		4 - Communicates with appropriate policymakers to influence local, state, and federal policies that directly impact school and leadership practice
							4 - Volunteers for state and national committees developing policy on issues central to school leadership

Component 2.3.3 Comments:

Provide other comments, observations, or concerns in gray box below.
☐