Multidimensional Administrator Performance Appraisal (MAPA)
Evidence for *Proficient* Rating

The examples listed below are aligned with the elements of a proficient rating. These are meant to be examples of evidence of work for each objective and not a checklist. They are not exhaustive. It would also not be reasonable to expect administrators to provide all of the evidence listed below. The focus should be on the quality, not quantity of evidence for specific objectives. Please note you may provide other ideas or evidence during individual conferences with your supervisor. The method of documentation will be determined between your supervisor and you. Inclusion of evidence does not guarantee a specific rating.

Goal 1: Student Achievement

Objective 1.1
Improves Student Achievement

Proficient Rating Criteria: Goals and strategies based on analysis of data reflect a clear relationship between actions of teachers and leaders and the impact on student achievement. Results show progression toward improvements based on these leadership initiatives.

1. Clear continuous school improvement plan goals based on data and focusing on student achievement involving both administrator and teachers
2. Data from informal and formal assessments indicating increased student achievement
3. A professional development plan showing how it directly effects increased student achievement
4. Walk-throughs are documented and followed up with appropriate, productive communication with teachers
5. Instruction is standards-based as evidenced in lesson plans and through observation
6. Teachers collaborate and model best instructional practices
7. Achievement data is analyzed continuously and communicated to stakeholders
8. Data from *TerraNova*, GradeSpeed, Community Satisfaction Survey, anecdotal notes and local assessments are used to make decisions and plan instruction
9. Present professional development to staff about UDDI and other best practices that will increase student achievement
10. Minutes from scheduled teacher collaboration time – horizontal and vertical teaming – are reviewed and feedback is given
11. Schedules and agendas from administrator/teacher collaborative meetings that focus on the analysis of data and increasing student achievement
12. Evidence of actions taken to implement the school's CSI plan to include teacher lessons/plans, pod casts, notes from staff meetings, student work

samples, examples of professional development, and direct interventions employed

13. Plan and document remediation practices specific to students based on achievement data

Objective 1.2
Uses student achievement data to make instructional leadership decisions

Proficient Rating Criteria: The administrator uses data to make changes in instructional and leadership practices based on data. Data is available and both administrator and teachers refer to it in order to make decisions regarding curriculum and instruction.

1. Data walls
2. Data carousel
3. Data notebooks
4. Administrator shows evidence of using data to channel resources (human & fiscal) to increase student achievement
5. Meeting agendas and minutes focusing on the use of data to make curriculum and instruction decisions
6. Intervention plans for individual students based on data
7. Student improvement progress data
8. School profile
9. Review marks analysis for each grading period and provide evidence of communication with teachers
10. Provide a list of guiding questions to teachers during data analysis meetings; i.e.: How does this data influence planning for your lessons?
11. Document how school support specialists address student needs based on data

Objective 1.3
Understands student requirements and academic standards

Proficient Rating Criteria: The administrator has built in time for staff to address student achievement data and review of student work. Time is also allocated for review of research based programs and planning of instruction. Examples of student work are visible throughout the building. Understanding of academic standards is evident.

1. Teams clarifying DoDEA standards, identifying essential standards and curriculum mapping as evidenced in team minutes
2. Collaboration time for teachers to address student achievement data, look at student work and to review research is built in to the master schedule
3. Examples of student work are visible throughout the building
4. Administrator is present and participates in team meetings to review student work, discuss current research, performance assessments and schedules

5. Administrator ensures currently adopted materials and DoDEA Content Standards are used in classrooms and student work is posted throughout the building
6. DoDEA Content Standards are posted
7. Data Walls
8. Documentation of communication regarding feedback to teachers about student requirements and academic standards
9. Maintain minutes and agendas of meetings that address academic standards and requirements to include SST, CSI, faculty, team, and curriculum areas

Objective 1.4
Observes instructional practices to ensure effective delivery of instruction

Proficient Rating Criteria: The administrator observes and evaluates instruction and holds teachers accountable for high standards in the delivery of instruction. The administrator delegates tasks and authority where feasible to concentrate on building priorities. Time is used effectively and the administrator arranges the school day and activities in ways that optimize teacher-student engagement or productive time in the classroom.

1. Teacher observations (written) and notes from teacher conferences
2. Documented best practices observed in classrooms and published to teachers
3. Documented effective master schedule
4. List of tasks that have been delegated that enables the administrator to be focused on instructional practices
5. Outlook calendar or other documentation with deliberate blocked times for walk-throughs and observations
6. Documentation of classrooms visited with feedback to teachers
7. Provide timely feedback following formal and informal observations of teachers
8. Be observant and note curricular needs of individual classrooms as visited
9. Note effective instructional practices observed for all students including those on a 504 plan and an IEP
10. Master schedule reflects common planning times and time for teacher collaboration to discuss best instructional practices, integrated lessons and differentiated instruction
11. Documentation of administrator-modeled best practices
12. Evidence through agendas or logs of resources and materials shared with staff
13. Use district/area/HQ ISS to support best practices in the delivery of instruction
14. Walk-through observation records

Objective 1.5
Personal participation in leading professional development focused on improving student achievement

Proficient Rating Criteria: The administrator prioritizes topics and time in faculty meetings so that time is spent on professional development activities. The leader personally leads professional development multiple times each year.

1. Agendas for faculty meetings noting professional development activities focused on improving student achievement
2. Year-long professional development plan and calendar
3. Needs assessment results determine professional development and strategies for delivery are based on the results
4. Copies of professional development presentations
5. Time allocated during faculty meetings, collaboration time and professional development days for leading professional development focused on improving student achievement
6. Feedback from staff regarding professional development activities

Objective 1.6
Bases decisions on improved student achievement when determining teacher assignment, course content, schedule and student curriculum

Proficient Rating Criteria: The administrator uses multiple data sources, including DoDEA, district, school and classroom assessments, and has at least three years of data. The administrator systematically examines data at the subgroup level to find strengths, challenges and achievement gaps.

1. Evidence of changes in school schedules and teacher assignments to improve student achievement
2. Maintain a notebook including data from three consecutive years. Compare data and show evidence that decisions regarding teacher assignment, schedule and curriculum are made based on the data
3. Use teacher assessment data and classroom observations to determine teacher assignment
4. Present comparative data of subgroups to faculty. Lead discussions, whole group, team and individual about how to address findings and improve student achievement

Objective 1.7
Links decisions to vision, mission and school improvement plan priorities.

Proficient Rating Criteria: The administrator's decisions are consistent with the vision, mission, and school improvement plans of the organization.

1. Include vision, mission and CSI priorities in newsletters and on faculty meeting agendas
2. Include vision, mission and CSI priorities on correspondence with signature block
3. Have students re-write mission statement, vision statement and CSI goals in their own words
4. Ensure the vision, mission and CSI goals are aligned
5. Vision, mission and CSI goals are posted in classrooms and throughout the building

Objective 1.8
Uses technology to improve teaching and learning

Proficient Rating Criteria: The administrator uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives. The administrator makes technology decisions to optimize effectiveness, securing technical assistance for his own learning for routine use, delegating complex technology, and forming teams to study and recommend technology changes for students and staff.

1. Record minutes of technology meetings
2. Ensure technology such as SMART boards are available for use at meetings and in classrooms
3. Model the use of technology to staff during professional development and other meetings
4. Use of Blackboard
5. Notes use of technology as observed in lessons and lesson plans
6. Documentation of ET collaborating with teachers to support infusion of technology across all curricular areas

Goal 2: Management

Objective 2.1
Provides fiscal responsibility by completing assigned tasks on schedule and within budget.

Proficient Rating Criteria: The administrator effectively uses available funds to meet the goals of the DoDEA Community Strategic Plan. The administrator effectively manages complex tasks, meets deadlines, keeps budget commitments, and eliminates fraud, waste and abuse. The administrator effectively directs funds to increase student achievement.

1. Evidence of purchases to support school goals, CSP and increased student achievement
2. Prudent, timely and responsible use of allocated budget
3. "Acceptable" rating on School Assistance Visits (SAV) and School Efficiency Review Visits (SERV)
4. Evidence staff involvement in budget planning.
5. Maintains a record of completion dates of suspense dated items

Objective 2.2
Uses sounds judgment and techniques to manage supplies, events, equipment, and procurement.

Proficient Rating Criteria: The administrator uses sound judgment and management techniques to provide for the logistical needs of the school and to meet the goals of continuous school improvement and the DoDEA Community Strategic Plan. The administrator effectively implements and monitors procurement programs, supply operation and property accountability. The administrator ensures that support services are efficient and coordinated with minimal disruption to the instructional program.

1. School calendars are coordinated within the building and throughout the complex
2. School activity calendar supports instructional goals and programs resulting in higher student achievement
3. Effective cleaning and maintenance schedules result in minimal disruption to education
4. 100% inventory for accountable property (e.g., textbooks, library books, etc.)
5. Evidence of timely and consistent two-way communication with community, colleagues, and leadership teams
6. Lists of UFRs, small work orders, technology needs, etc should funds become available
7. Aggressive/appropriate DRMO schedule
8. Evidence that Obligation Fund Document are monitored
9. Field trip requests support curriculum standards

10. Prioritized purchase are anchored to list supports school goals and needs
11. Documentation of rationale for technology acquisitions and usage throughout the school

Objective 2.3
Manages facilities and district property and oversees school safety and security programs.

Proficient Rating Criteria: All facilities supervised by the administrator are maintained and reflect a sense of order. The administrator ensures regular maintenance, safety and security inspections of the school facility, and complies with health and safety standards.

1. Documentation of evidence that the Administrator is responsive to immediate concerns of health and safety
2. Aggressive/appropriate attention to maintenance and repair of facilities is documented
3. Evidence of responsiveness to recommendations from safety, security, health, etc inspections
4. Emergency procedures are clearly stated, reviewed and provided to staff members to post

Objective 2.4
Manages school information technology systems

Proficient Rating Criteria:The administrator excels in the use of technology and links initiatives of the organization to specific DODEA Community Strategic Plan goals. The administrator exhibits a mastery of administrative and educational software necessary to support educational programs.

1. Evidence of skill with SMS/Aspen, MMS, Excent, GradeSpeed, Citrix, etc.
2. Makes use of educational software during presentations (use of PowerPoint, smartboards, etc.)

Objective 2.5
Manages human resources and administrative support operations.

Proficient Rating Criteria: The administrator works closely with human resources to anticipate and meet staffing needs. The administrator seeks to hire, and promote a qualified, competent, and diverse staff. The administrator ensures that performance management and evaluations are completed in a timely manner. The administrator motivates and inspires staff to high levels of achievement.

1. Timely attention to staffing needs
2. Staff evaluations are completed in accordance with DoDEA regulations and procedures
3. Identify and counsel talented employees for recognition and upward mobility
4. Appropriate measures in place for local recruitment of paraprofessionals and substitutes
5. Keeps anecdotal records and formal documentation as appropriate regarding staff and personnel concerns

GOAL 3: Continuous Professional Development

Objective 3.1
Provides formal and informal feedback to staff or colleagues with the exclusive purpose of improving individual and organizational performance

Proficient Rating Criteria: The administrator gives formal and informal feedback that focuses on commendable performance and recognizes the strength of the staff. Positive and corrective feedback is linked to organizational goals and specific examples are cited in order to improve organizational and teaching performance.

1. Encourage faculty to share best practices at faculty meetings, document on common drive for all staff to access
2. Provide positive feedback on practices observed in classrooms in the faculty bulletins
3. Discuss feedback and plan for individual instruction for students underachieving by discussing data during conferences with staff
4. Provide a copy of observation/conference notes with recommendations and share with individual staff members
5. Maintain a notebook of observations/conversations/classroom walk throughs and share progress with individual staff members
6. Use checklist for observations and share results with individual staff members
7. Reviews standards and discusses implementation of standards observed during classroom observations

Objective 3.2
Provides opportunities for staff members

Proficient Rating Criteria: The administrator researches, provides and encourages teachers to participate in appropriate and valuable professional growth. The administrator advocates for resources that allow professional development.

1. Administrator creates and participates in professional learning communities in the school
2. Supports and adds to a professional library
3. Teachers present classroom best practices at faculty meetings
4. Share professional literature among staff members specifically targeting researched based interventions and practices
5. Create a forum for advocating for professional development using ISS personnel from District Office
6. Collect and share with faculty via e-mail research on school specific initiatives and issues; provide booklists and lists of organizations, and URL's
7. Provide a designated time for teachers to collaborate for vertical and horizontal articulation
8. Create a database of strategies and interventions on the intranet for all staff members to share and add ideas
9. Provide administrative leave for faculty to observe other teachers in specific areas for professional growth
10. Provide coverage for peer to peer observations within the school
11. Provide research, resources, and reflection time for staff members

Objective 3.3
Models coaching and mentoring

Proficient Rating Criteria: The administrator encourages innovative teaching practices and strategies. The administrator supports action research for new approaches to instructional improvement. Regular and frequent observations are used as coaching and mentoring opportunities for professional development and improvement of classroom performance.

1. Holds and documents coaching conferences with individual staff members
2. Best practices/strategies are modeled and shared with teachers at staff meetings and/or in the classrooms
3. Mentor new staff members at your school
4. Post professional demonstrations on the intranet
5. Model effective feedback to staff members via e-mail, face to face conference and/or at faculty meetings
6. Teach a lesson for a teacher using a research based strategy or intervention to support your CSI plan

Objective 3.4
Plans remediation or improvement

Proficient Rating Criteria: The administrator clearly communicates strengths and deficiencies in teaching. Specific suggestions on ways to improve are offered. The administrator develops a professional improvement plan (PIP) for non-proficient teachers, specifically identifying the performance criteria required for success. Steps are taken to remediate or remove teacher who fail to improve and are not meeting the needs of students. Clear procedures are followed and supervisors are kept informed about teachers on improvement plans or PIP's. Actions are legally sound.

1. Provide professional development opportunities in areas of need for individual or small groups of staff members
2. Document from observations, conversations, and etc. areas for growth opportunities and provide materials/strategies/interventions for the staff members to use with their students
3. Work with Management Employee Relations (MER) on development of PIP for staff members as appropriate.
4. Mentor teacher using researched based strategies to improve performance
5. Implement a mentor/coaching program for staff members
6. Provide collaboration time for staff members
7. Develop a bibliography of current educational best practices and provide access these to materials on the bibliography

Objective 3.5
Plans and delivers effective training.

Proficient Rating Criteria: The administrator identifies areas for improvement and is directly involved in the creation and delivery of staff development that supports the goals of the school. Staff development sessions are engaging. Staff members' strengths and outside of school (DSO, Area, HQ) resources may be used to support staff development activities. Personal reading, learning, and teaching of educational research trends are used to develop trainings.

1. Seeks staff input on types of professional development required in order to better meet the needs of their students
2. Professional development provided in the area of needs
3. Instructional leader provides follow-up from professional development opportunities to ensure implementation of strategies/interventions
4. Instructional leader presents professional development in accordance to the needs of the staff members
5. Instructional leader contacts District Office ISS to provide on-going professional development for groups of staff members with the same needs
6. Instructional leader provides articles/books for staff and conducts study groups

7. Bullets in daily/weekly bulletin to support strategies/interventions aligned with the CSI plan

Objective 3.6
Implements an Instructional Leadership Plan

Proficient Rating Criteria: The administrator develops and implements an ILP based on analyzed data relevant to a specific need. The ILP contains all components in accordance with the specified guidelines. The plan is modified through on-going assessment and results are measurable and observable.

1. Collects data to determine need in school
2. Determines goal for plan
3. Develops strategies to implement plan
4. Provides opportunities for staff to assist with the implementation of the plan
5. Works collegially with staff members to implement strategies/interventions as noted in the plan
6. Modifies plan as needed in order to achieve goal
7. Monitors plan to ensure the completion is successful
8. Collects evidence of success throughout implementation of the plan
9. Monitors to determine if plan is focusing on the goal in order to achieve success

Objective 3.7
Promotes continuous learning

Proficient Rating Criteria: The administrator actively promotes life-long learning. Space and opportunities for staff members to meet and discuss professional issues is provided by the administrator. The administrator recognizes learning opportunities, encourages faculty members to participate in them, and provides some professional literature and electronic media for members to stay current on classroom strategies and pedagogy.

1. A schedule is planned and implemented which includes common planning and collaboration focusing on continued professional learning and dialogue
2. Meeting calendars and logs are centered on collaboration topics aligned to CSI and CSP
3. Weekly/daily walk-about to find evidence of the schools' CSI goals and provides feedback to staff members
4. Provides budget for a professional library complete with educational subscriptions
5. Documentation of how materials/articles are used to enhance instruction and deepen knowledge
6. Research and provide web-based professional development
7. Provides time and support at faculty meetings for department and/or grade level presentations

8. Provides for and participates in study groups, book studies, and uses current professional organizational materials
9. Facilitate book study on differentiated instruction with outcomes to include action plans, peer and admin/buddy observations with ongoing feedback
10. Provides opportunities for knowledge sharing at faculty meetings, in newsletters, and at parent meetings
11. Provides opportunities for teachers to visit classrooms; document peer observations and feedback from observations

Objective 3.8
Professional development

Proficient Rating Criteria: The administrator leads the development and implementation of a systematic professional development program to address SIP and CSP goals. The administrator uses program evaluation results to improve staff development efforts. The administrator supports staff participation in internal and external professional development opportunities. The administrator actively participates in learning activities and professional development initiatives.

1. Faculty meetings are used primarily for professional development
2. Professional development is designed based on data and program evaluations
3. Professional development is aligned to CSI, CSP and current DoDEA initiatives
4. Collaboration time is provided for staff members to review educational research
5. Maintain and share articles and books on education for research purposes
6. Encourage participation in online professional development courses such as Scholastic Red and school level study groups
7. Staff members share information at faculty meetings from workshops attended, or articles or books read
8. Instructional leader mentors staff members
9. Instructional leader models strategies/interventions at faculty meetings or in the classroom setting
10. Subscribe to National Organizations and keep newsletters, pamphlets, and books in the Professional Library
11. Exposes teacher and staff to cutting-edge ideas about effective practices

Goal 4: Partnerships and Communication

Objective 4.1
Analyzes feedback from constituents

Proficient Criteria Rating: Observations and documentation clearly show that the administrator values input from a well established communication plan which facilitates constructive and open exchanges of ideas from a variety of sources.

1. Documentation from ICE reports and responses
2. Documentation of communication with base/post command
3. Documentation of two-way communication with all stakeholders
4. Analyze data and communicate data from Customer Satisfaction and Employee Satisfaction surveys
5. Minutes from Town Hall meetings
6. Notes from parent focus groups, "Principal's Coffee", etc.
7. Documentation of parent e-mails

Objective 4.2
Engages in two-way communication with students

Proficient Rating Criteria: The administrator consistently demonstrates care and concern for students as individuals, greets many by name, initiates and is receptive to their feedback. The administrator is highly visible throughout the school day and during school events.

1. Attend and support extra-curricular activities on a regular basis
2. Meet and greet students before and after school
3. Meet with new students throughout the year
4. Schedule lunches with students
5. Participate in team meetings, class meetings and Student Council meetings
6. Maintain an open door policy for students
7. Conduct formal and informal conferences with "at-risk" students
8. Use Gradespeed as a data source to make lists of students with all D and F grades and/or with a 2.5 or less GPA. Meet with students, call parents, and eat lunch with these students
9. Identify different sub-groups such as AVID, Gifted, SPED, ESL, at-risk students, new students and/or seniors. Use phone calls, hand-written notes, lunch with students, suggestion box and the intranet for feedback to students and from students to the Principal and Assistant Principal

Objective 4.3
Engages in two-way communication with faculty and staff

Proficient Rating Criteria: The administrator's meetings and interactions with staff include open two-way discussions. The administrator provides opportunities for faculty and staff members to have individual meetings. The administrator acknowledges personal and individual contributions that faculty and staff contribute to the school.

1. Minutes from meetings demonstrate a high level of participation
2. Document individual meetings held including conversation topics
3. Use Outlook Calendars or other calendars to maintain schedules of meetings with teachers, parents, students, command and other stakeholders
4. Have a recognition/compliment time to recognize faculty/staff during faculty meetings
5. Recognize teachers for contributions and achievements at a public forum
6. Create folder/notebook to document staff communication
7. Set expectations for prompt communication with staff and prompt response time
8. Document staff meetings
9. Actively participate in horizontal and vertical collaborative meetings and keep documentation of these meetings
10. Maintain an "open door" policy for staff
11. Documentation that teachers and administrators set goals for teachers collaboratively
12. Daily bulletins to give information and compliment accomplishments of staff
13. File of e-mail communication with staff

Objective 4.4
Engages in two-way communication with parents and community

Proficient Rating Criteria: The administrator communicates frequently through WebPages, newsletters, e-mails, telephone calls, and meetings and initiates two-way communication. The administrator demonstrates use of information from parents and community members in decision making.

1. Maintain and archive a calendar documenting meetings with parents, PTO and military representatives
2. Minutes of Parent Forum meetings
3. Minutes of SAC, PTO and PTSA meetings
4. Copies of school newsletters, e-mails, daily bulletins, etc
5. Phone call log for parents, community members, command members, School Liaison Officers
6. Update webpage regularly

7.   Document presentations made by the administrator to command officials, care groups, newcomer's orientation, parents, Partners in Education, etc.
8.   Documented use of One Call Now or other mass communication system
9.   Parent participation in the CSI process
10. Documented communication with adoptive unit
11. Host parent forums throughout the year
12. Monthly meetings with school board liaison
13. Nominate volunteers for DoDEA volunteer awards

Objective 4.5
Communicates effectively for change

Proficient Rating Criteria: Routine communication is provided to all constituents on the instructional program which facilitates discussion of the positive elements and current challenges. The administrator demonstrates expertise in interpreting data to effectively present arguments for change based upon proficient knowledge of assessment, curriculum content and standards, and instructional strategies.

1.   Present data to all stakeholders regarding data from DoDEA testing as it is made available
2.   Communicate pending changes through professional development, parent communications, bulletins, meetings, etc.
3.   Maintain minutes from meetings highlighting discussions and or suggestions for change
4.   Develop communication plan and present it to all constituents
5.   Use e-mail, newsletters, website, AFN "spots", and community newspapers to communicate updates regularly to all stakeholders regarding change
6.   Highlight changes in parent/student handbook and post news regularly on a rotating video near the school entrance
7.   Host focus groups before, during, and after change occurs; provide evidence as to why the changes are being made
8.   Communicate "special/extraordinary" situations quickly – ie, bomb threats, lock-downs, etc
9.   Allow the SLO to assist in communicating change
10. Maintain file of written communication to parents and communities
11. Analyze customer satisfaction survey and complete action plan