**Administrator Evaluation Observation Self-Reflection Tool**

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| **School Administrator** | **Evaluator** | **Observation Date** | **Rating Descriptors** |
| Miranda Manley | Deanna Jones |  | 5—significantly above expectations4—above expectations3—at expectations2—below expectations1—significantly below expectations |
| **Self-Reflection / Formal Observation** | **School Name** | **School Year** |
| Self-Reflection | Bailey Station | 20-21 |
| **Standards & Indicators** | **5** | **4** | **3** | **2** | **1** | **Comments** | **Score** |
| **Standard A: Instructional Leadership for Continuous Improvement** |  |
| A1. Capacity Building | x |  |  |  |  | When meeting in PLCs with my teams, we discuss essential standards, teaching strategies, and assessments. We look at assessment data to determine how students are progressing and how to meet their individual needs. We share best practices and discuss how we can support each other. Team members offer coffee chats throughout the year including iReady, technology, etc. |  |
| A2. Data Analysis & Use | x |  |  |  |  | I am a member of the BSE School Data team and have attended district PD on data I am the testing coordinator. I am a member of the district SRTI team which meets monthly. I meet biweekly in PLC meetings to analyze and disaggregate all available data. Significant growth has been made in 5th grade math (3.3%) according to the 2019 TNReady data. (We do not have 2020 data.)I have also met with grade levels to look at subgroups and monitor progress of students in those groups. Each teacher has set individual goals related to their data and we meet about their progress bimonthly.  |  |
| A3. Interventions |  | x |  |  |  | I am co-chair of the school SRTI team. We meet weekly to discuss students in need. I have worked with educators to discuss and improve tier 2 intervention practices by analyzing data, class structures, and scheduling. I met with our paraprofessionals regarding tutoring, Great Leaps, and math fact fluency. I am CPI and PCM trained and take care of the crisis intervention paperwork. I work with our Resource A classroom to monitor and assist with behavior interventions as needed. I work with our gifted teachers to schedule pus- in interventions for our gifted students in grades K-2. I also create the school-wide intervention schedule. |  |
| A4. Progress Monitoring |  | x |  |  |  | This happens on a consistent basis whether through progress monitoring our RTI students or progress monitoring daily practices. Reflection is the key to assessing whether a stategy is working or not. I meet regularly with my grade level teams to discuss different groups of students and how to reach each one.  |  |
| **Standard B: Culture for Teaching & Learning**  |  |
| B1. Leveraging Educator Strengths | x |  |  |  |  | I attend all leadership meetings and data team meetings to analyze data to make educational decisions. The administrative team has discussed educator placement and may recommend changes for the next school year. I believe that most of our grade level teams have now implemented the PLC process with fidelity. My team members regularly hold coffee chats to share their expertise with others. My fourth grade math team worked hand-in-hand with me to create PD on UBD. |  |
| B2. Environment | x |  |  |  |  | I strive to uphold the belief in a family atmosphere at school and embrace a growth mindset. I work diligently to get to know our students and families and their stories. I try to recognize student’s accomplishments and efforts through praise/high fives. I call parents weekly to acknowledge “super star” students. I also meet with students that receive a “Postivie Office Referral”. My goal is to call atleast 3 parents per week. I also look for ways to support and recognize teachers by being visible, accessible and upholding an open-door policy. This year, we began doing #FaceLiftFridays where we do sweet gestures for both students and staff. Ex.Thank you for working so BEARY hard note with gummy bears. |  |
| B3. Family Involvement |  | x |  |  |  | I support all stakeholders by upholding an open-door policy. I attend all PTA meetings, school sponsored events, and many activities that students participate in outside of the school day such as baseball, softball, basketball games, and robotics. I helped plan our first ever “Celebrations Around the World” which was a huge success. I help build partnerships with community members/businesses through school outreach programs. Ex. Boy Scouts, Girl Scouts, Covenant Baptist Church |  |
| B4. Ownership |  | x |  |  |  | I create the Parent/School Partnership survey each year and analyze the data to determine how we can make improvements. In PLC meetings, each teacher takes responsibility for the success of every student and data is shared to make a grade level plan. |  |
| B5. Recognition & Celebration | x |  |  |  |  | For the past three years, we were recognized as a TN Reward School. I assisted with the organization of the celebrations. I regularly give teachers a “glow” when I notice great things happening in their classroom as well as personalized notes of thanks and encouragement. As a school, we recognize teachers with “You Rock” awards and teacher of the year. We also do many “jean’s days” to celebrate the hard work that happens in the building. This year, we implemented #FaceLiftFridays to recognize and celebrate students and staff. |  |
| **Standard C: Professional Learning & Growth**  |  |
| C1. Evaluation | x |  |  |  |  | I complete walk-throughs and evaluations each school year. I always take notes of the lesson and pictures to analyze. I look for areas of strength to share with each teacher and praise them for their hard work. I also look for areas to strengthen and ways that I can help them grow. I recommend research-based strategies, refer to educational books/magazines, schedule peer-to-peer observations, and encourage specific PD sessions.  |  |
| C2. Differentiated Professional Learning | x |  |  |  |  | I try my best to learn as much as possible by reading professional books and magazines.The most recent book that I read has taken me on a self-reflection journey in which I started journaling about the school day. I also seek out feedback from educators as to how I can improve in my practice. Some of the PD sessions that I have attended include the Ron Clark Academy, Differentiation for Gifted Learners at Vanderbilt, Special Education & the Law in Jackson, and I have attended most of the PD & Popcorn sessions over the last 3 years which were provided by the district as well as Tech & Treats provided by the district Technology Team. I have been through both CPI and PCM training for the past 11 years. I attended 6 Mind the Gap webinars this summer as well as other Solution Tree free webinars. |  |
| C3. Induction, Support, Retention, & Growth | x |  |  |  |  | I meet with my grade level teams to analyze data and offer support. I attend the PD & Popcorn/Tech & Treats sessions to support our teachers. I work with teachers on goal setting and how to reach those goals. I set up time for them to observe in other teachers’ classrooms. I share professional articles with them. I meet one-on-one with a couple of teachers to work on specific areas of growth. |  |
| C4. Teacher Leaders  |  | x |  |  |  | I attend all Leadership meetings. I encourage/support teacher leaders by attending Coffee Chats and PD sessions outside of the school day.  |  |
| C5. Self-Practice | x |  |  |  |  | I take time to reflect on my day and determine if I am doing what’s best for students and I note areas of strength and areas of improvement within my journal. I attend many coffee chats and PD activities. I am on the BSE Data and SRTI teams as well as the district.SRTI team. I have attended most of the PD & Popcorn sessions provided by Curriculum & Instruction. I have read many educational books and magazines to stay abreast of what’s going on in education. I try to truly listen to our stakeholders, process the information received, and make sound decisions. I present PD to our faculty and staff.  |  |
| **Standard D: Resource Management** *(optional for assistant principals)* |  |
| D1. Community Resources |  |  |  |  |  |  |  |
| D2. Diversity |  |  |  |  |  |  |  |
| D3. Employee & Fiscal Management |  |  |  |  |  |  |  |

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| **Reinforcement Objective** | **Indicator** | **Notes** |
| I will continue to improve self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection. | C5 | I felt that this was an area of strength for me last school year, but since the year ended abruptly I would like to continue on this path another year. I strive daily to improve in my practice as I want to learn all that I can to prepare for a principalship. I read the book “Teach Reflect Learn” by Pete Hall and Alisa Simeral last school year. This book inspired me to begin a deep reflection of my leadership practices. From this, I began journaling about successes and challenges from each day. This year, I created an admin portfolio to track PD, positive communication, data, PLC meetings, etc. I also write letters of appreciation to teachers & staff and attach a small card to recognize effort. I set personal goals for myself as I have asked my team members to do and have shared them with others. I work diligently with my grade level teams to improve teaching and learning. I analyze their data and create spreadsheets of our students in subgroups so that teachers will have this data readily available. I strive to set high expectations for myself and model those for others.  |
| **Refinement Objective** | **Indicator** | **Notes** |
| I will continue to build capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards.  | A1  | This is an area in which I really want to refine this school year. When meeting in PLCs with my teams, we discuss upcoming standards, teaching strategies, and assessments. We look at assessment data to determine how students are progressing and how to meet their individual needs. We share best practices and discuss how we can support each other. I want to delve deeper into student work to check for rigor and standard alignment especially in language arts. This was an area of weakness in the building as noted by the curriculum specialists that visited BSE. We found that some teachers use below grade level text and assignments or teach the standard that was taught the previous year. This is where vertical alignment is important and really being knowledgable about the standards that should be taught at each grade level. My goal is to work with each grade level to master the unwrapping process of each essential standard and to create CFAs to be used to plan intervention for the grade level. I plan to present several PD sessions on this topic throughout the school year. The Mind the Gaps webinars presented by Mike Mattos will drive my presentations.  |

*Signatures below indicate that the school administrator and supervisor have discussed the information contained in this document.*

School Administrator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_