**Administrator Evaluation Observation**

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| **School Administrator** | | **Evaluator** | | | | | | **Observation Date** | **Rating Descriptors** | |
| Miranda Manley | | Cynthia Tesreau | | | | | | 5.28.19 | 5—significantly above expectations  4—above expectations  3—at expectations  2—below expectations  1—significantly below expectations | |
| **Self-Reflection / Formal Observation** | | **School Name** | | | | | | **School Year** |
| Formal Observation | | Bailey Station | | | | | | 18-19 |
| **Standards & Indicators** | **5** | | **4** | **3** | **2** | **1** | **Comments** | | | **Score** |
| **Standard A: Instructional Leadership for Continuous Improvement** | | | | | | | | | |  |
| A1. Capacity Building |  | | X |  |  |  |  | | |  |
| A2. Data Analysis & Use | X | |  |  |  |  | Miranda is a member of our Data Team and has attended many sessions on data with Dionne Cole. She meets biweekly in PLC meetings with teachers to analyze data and monitor progress of student groups. | | |  |
| A3. Interventions | X | |  |  |  |  | Miranda has worked with educators to discuss and improve tier 2 intervention practices by analyzing data, class structures, and scheduling. She meet with paraprofessionals regarding tutoring, Great Leaps, and math fact fluency. She is CPI and PCM trained and takes care of the crisis intervention paperwork. She also works with our Resource A classroom to monitor and assist with behavior interventions as needed as well as with our gifted teachers to schedule push in interventions for our gifted students in grades K-2. Miranda cerates 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. Miranda meets regularly with the grade level teams she oversees to discuss different groups of students and how to reach each one. | | |  |
| **Standard B: Culture for Teaching & Learning** | | | | | | | | | |  |
| B1. Leveraging Educator Strengths |  | | X |  |  |  |  | | |  |
| B2. Environment | X | |  |  |  |  | Miranda strives to uphold the belief in a family atmosphere at school and embraces a growth mindset. She works diligently to get to know our students and families and their stories. She tries to recognize student’s accomplishments and efforts through praise/high fives as well as getting to know our students and recognize their efforts and achievements. She consistently looks for ways to support teachers and recognize and celebrate their succeses. | | |  |
| B3. Family Involvement | X | |  |  |  |  | Miranda supports all stakeholders through an open-door policy and clear communication in regards to policies, procedures, and school goals. She helped plan our first ever “Celebrations Around the World” and build spartnerships with community members/businesses through school outreach programs. She stives to get to know each family and their story abnd build partnerships with community members/businesses through school outreach programs. | | |  |
| B4. Ownership |  | | X |  |  |  |  | | |  |
| B5. Recognition & Celebration | X | |  |  |  |  | For the past two years, we were recognized as a TN Reward School. Mirand assisted with the organization of the celebrations. Sheregularly give teachers a “glow” when she notices great things happening in their classroom. As a school, we recognize teachers with “You Rock” awards, teacher of the month, and teacher of the year. We also do many “jean’s days” to celebrate the hard work that happens in the building. | | |  |
| **Standard C: Professional Learning & Growth** | | | | | | | | | |  |
| C1. Evaluation | X | |  |  |  |  | Miranda has completed many walk-throughs and evaluations this school year. She takes notes of the lesson and analyzes the details. She looks for areas of strength to share with each teacher and praises them for their hard work. She looks for areas to strengthen and ways to help them grow. She recommends research-based strategies, refers to educational books/magazines, schedule peer-to-peer observations, and encourage specific PD sessions. | | |  |
| C2. Differentiated Professional Learning |  | | X |  |  |  | Miranda learns as much as possible by reading professional books and magazines. I attend the Ron Clark Academy and Differentiation for Gifted Learners at Vanderbilt. I attended most of the PD & Popcorn sessions provided by the district. I also attended a Special Education and the Law seminar in Jackson, TN. I have behavior intervention training in both CPI and PCM. | | |  |
| C3. Induction, Support, Retention, & Growth |  | | X |  |  |  |  | | |  |
| C4. Teacher Leaders | X | |  |  |  |  |  | | |  |
| C5. Self-Practice | X | |  |  |  |  | Miranda takes time to reflect on her day and determine if she is doing what’s best for students. She provided PD on Tier 1 instruction. She attended the Ron Clark Academy and the Differention for Gifted Learners PD at Vanderbilt. She is on the BSE Data team and has attended all PD sessions. I have attend 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. | | |  |
| **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 work with grade level teams within the PLC process to analyze and disaggregate data to plan appropriately to meet the needs of all students. | A2 | As a member of the BSE Data Team, you have had the opportunity to attend professional development sessions on disaggregating data from our school-wide assessment information. You have grown in this area over the last year as you worked with the 5th grade team discussing TNReady data and subgroups that needed to be reached. You used Easy CBM and STAR data throughout the year to identify strengths and areas of need for the grade level and for students. The main group you were working with was the 5th grade Math teachers because they struggled with their scores last year. According the the most recent STAR Growth report, every math teacher exceeded the average growth standard with the average at the end of the year being 73% and it is considered growth at BSE if over 40%. Continue your work next year with grade levels and working to find the areas of need and then working on growing our students as well as our teachers. |
| **Refinement Objective** | **Indicator** | **Notes** |
| I will continue to collaborate with the administrative team as well as teacher leaders to provide appropriate professional learning and activities that promote a growth mindset. | C3 | This was your refinement last year and it is one that you can continue to grow in. You have had your focus on data analysis and using your knowledge with teachers which can lead to finding out exactly what teachers need as far as PD sessions, needs in the classroom, one on one mentoring, etc. Being as involved as possible in growing , supporting and retaining all teachers not just the new teachers is a big job and one that you will continually need as you move up in your career. |

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

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

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