



**BERKELEY UNIFIED SCHOOL DISTRICT  
EVALUATION FORM FOR CERTIFICATED ADMINISTRATORS (UBA)**

Evaluatee's Name	<input type="text"/>	Professional Assignment	<input type="text"/>
Evaluator's Name	<input type="text"/>	Date	<input type="text"/>

**Timeline:**

***Mid-year Evaluation: Must be completed no later than January 31<sup>st</sup> for any evaluatee who did not receive a satisfactory overall rating the prior year or who is expected to receive an unsatisfactory overall rating.***

***Final Evaluation: Must be completed no later than 30 days before the last school day (EC 44663).***

This Administrator evaluation is based upon the *California Professional Standards for Educational Leaders and the National Standards*.

**1 SHARED VISION OF LEARNING**

- Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicates and implements the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- Leverages and marshals sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identifies and addresses any barriers to accomplishing the vision.
- Shapes school programs, plans activities to ensure integration, articulation, and consistency with the vision.
- Uses influence of diversity to improve teaching and learning.

*Evidence/Commendations/Recommendations:*

**2 CULTURE FOR STUDENT LEARNING AND PROFESSIONAL GROWTH**

- Creates an accountability system of teaching and learning based on student learning standards.
- Utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- Shapes a culture where high expectations for all students and for all subgroups of students is the core purpose.
- Guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Promotes equity, fairness, and respect among all members of the school community.
- Provides opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- Facilitates the use of appropriate learning materials and learning strategies which includes: (1) students as active learners, (2) a variety of appropriate materials and strategies, (3) the use of reflection and inquiry, (4) an emphasis on quality versus quantity, and (5) appropriate and effective technology.



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*Evidence/Commendations/Recommendations:*

**3 ORGANIZATIONAL AND RESOURCE MANAGEMENT**

- Monitors and evaluates the programs and staff at the site.
- Establishes school structures, patterns, and processes that support student learning.
- Manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- Aligns fiscal, human, and material resources to support the learning of all students and subgroups of students.
- Sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilizes the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.
- Utilizes effective and nurturing practices in establishing student behavior management systems.

*Evidence/Commendations/Recommendations:*

**4 COLLABORATION WITH DIVERSE FAMILIES AND COMMUNITIES**

- Incorporates information about family and community expectations into school decision-making and activities.
- Recognizes the goals and aspirations of diverse family and community groups.
- Treats diverse community stakeholder groups with fairness and with respect.
- Supports the equitable success of all student and all subgroups of students through the mobilization and leveraging of community support services.
- Strengthens the school through the establishment of community, business, institutional, and civic partnerships.
- Communicates information about the school on a regular basis through a variety of media and modules.

*Evidence/Commendations/Recommendations:*

**5 PERSONAL ETHICS AND LEADERSHIP CAPACITY**

- Demonstrates skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Models personal and professional ethics, integrity, justice, and fairness and expects the same behavior from others.



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- Makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity.
- Reflects on personal leadership practices and recognizes their impact and influence on the performance of others.
- Encourages and inspires others to higher levels of performance, commitment, and motivation.
- Sustains personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- Engages in professional development.
- Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- Uses influence of the office to enhance the educational program rather than for personal gain.
- Protects the rights and confidentiality of students and staff.

*Evidence/Commendations/Recommendations:*

**6 POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL UNDERSTANDING**

- Views oneself as a leader of a team and also a member of a larger team.
- Ensures that the school operates consistently with the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generates support for the school by two-way communication with key decision makers in the school community.
- Works with the governing boards and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influences and supports public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.
- Opens the school to the public and welcomes and facilitates constructive conversations about how to improve student learning and achievement.

*Evidence/Commendations/Recommendations:*

*Evaluator's Overall Comments:*



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**Evaluation Summary:** At the time of this report, I recommend:

- Continuation without reservations**     **Continuation with reservations**     **Termination of assignment**

\_\_\_\_\_  
 Evaluator's Signature Date \_\_\_\_\_

*Evaluatee's Comments:*

I certify that this report has been discussed with me; that I have received a copy; that I understand that my signature does not necessarily indicate agreement with this evaluation; that I may file a written exception to this evaluation within 15 working days after the receipt of the evaluation; and that the content and substance of the evaluation are not subject to the complaints or grievance procedures.

\_\_\_\_\_  
 Evaluatee's Signature Date \_\_\_\_\_

**Original:      Personnel Folder**  
**Copy:         Evaluatee**  
**Evaluator**