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Agreement Between

HARPURSVILLE CENTRAL SCHOOL BOARD OF EDUCATION

AND

HARPURSVILLE INSTRUCTIONAL ADMINISTRATOR'S
ASSOCIATION

July 1, 2012- June 30, 2013

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ARTICLE I - PURPOSE

In order to effectuate the provisions of Chapter 392 of the Laws of 1967 (The Public Employees' Fair Employment Act), to encourage and increase effective and harmonious working relationships between the Harpursville Central School and its Board of Education (hereinafter referred to as the "Board") and its employees represented by the Administrator's Association of Harpursville Central School (hereinafter referred to as the "Association"), and to enable the employees more fully to participate in and contribute to the development of educational practices for the school district so that the cause of public education may best be served in the Harpursville Central School District, the Preamble is made a part of the agreement approved by the Board and the Association.

ARTICLE II - RECOGNITION

The Board hereby recognizes the Association as the exclusive bargaining agent and representatives for the professional position including but not limited to:

High School Principal
Middle School Principal
Elementary Principal
Director of Special Education

ARTICLE III - NEGOTIATIONS PROCEDURE

A. Upon request of either party for a meeting to open negotiations, a mutually acceptable meeting date shall be set following such request. In any given school year, such request shall be made on or before February 1st preceding expiration of the contract.

B. Designated representative(s) of the Superintendent shall meet at such mutually agreed upon places and times with representatives of the Association for the purpose of effecting an agreement on the terms and conditions of employment of the employees represented. Both parties agree to conduct negotiations in good faith and to deal openly and fairly with each other on all matters.

ARTICLE IV - SCOPE OF AGREEMENT

A. It is agreed by and between the parties that any provisions of this agreement requiring legislative action to permit its implementation by amendment of law or by providing the additional funds therefore, shall not become effective until the appropriate legislative body has given approval.

B. This agreement shall constitute the full and complete negotiated commitment between both parties and may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in a written and signed amendment to this agreement.

C. It is agreed by both parties that all negotiable items have been discussed and therefore further discussion of additional items may not be reopened for the duration of the contract unless mutually agreed.

D. If any provision of this agreement or any application of the agreement to any bargaining unit member shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue to be in full force and effect.

ARTICLE V- GRIEVANCE PROCEDURE

A. Purpose

It is the desired objective of the parties to encourage the prompt and informal resolution of employee complaints in relation to the provisions of this agreement as they arise, and to provide recourse to orderly procedure for the satisfactory adjustment of such grievances.

B. Definition

A grievance is a claim which involves the interpretation, application, or compliance with a term or provision of this Agreement.

C. Grievance Procedure

Level 1

A grievance will first be discussed verbally with the party's Superintendent of Schools, who shall be informed that said discussion is pursuant to Level 1. At this time, an aggrieved may:

1. Discuss the grievance personally, or
2. Request the Association representative to accompany him, or
3. Request the Association representative to act in his behalf.

If resolution is not satisfactory, the grievance may then be resubmitted in writing. Ten (10) days after the presentation of the written grievance to the Superintendent, he shall communicate a decision in writing to the aggrieved.

Level 2

If the aggrieved is not satisfied with the decision arrived at under Level 1, he may within five (5) days file with the Board of Education an appeal in writing on forms supplied by the Superintendent requesting the Board to review the matter. Such appeal shall include, among other things, a summary of the grievance, a reference to the relevant portion of the agreement, and a statement of why the determination of Level 1 was unsatisfactory.

Within ten (10) days after receipt of an appeal, the Board of Education shall schedule a hearing on the grievance. The hearing shall be conducted in executive session with the aggrieved and his representatives. A decision of the Board of Education shall be rendered within ten (10) days of the hearing.

Level 3

If the aggrieved is not satisfied with the disposition of his grievance at Level 3, the aggrieved may within five (5) days file with the Clerk of the District an appeal in writing, requesting the grievance be carried to arbitration. Such request shall make specific reference to the original grievance number and date.

Within five (5) days, a designated member of the Association and a designated member of the District shall attempt to agree jointly upon an arbiter. If within five (5) days the parties cannot so agree, the services of the American Arbitrator's Association (AAA) shall be sought.

Either party may petition AAA to submit five (5) names to act as arbiter in any given dispute. When such list is received, the aggrieved shall eliminate two names; the District shall thereafter eliminate two names, and the remaining name shall be the arbiter.

The arbiter chosen (by either method) shall have the authority to hold hearings and make procedural rules. The aggrieved, the Association and the Superintendent shall have standing to be heard at such hearings. Any of the persons having standing, as well as the arbiter, may request and obtain from the various parties all pertinent information not privileged by law, in their possession or control, and which is relevant to the issue raised by the grievance. All hearings held shall be closed sessions and no news releases shall be made concerning the progress of the hearings.

The arbiter's report shall be submitted in writing to the Board, the aggrieved and the Association, and shall set forth his findings of fact, reasoning, conclusions, and decision on the issues submitted. The arbiter's decision is final and binding on all parties. Such decision shall not only apply to the aggrieved, but also to all persons identically situated.

The expenses of the arbitration (excluding consultant fees) shall be shared equally by the Association and the Board. If the Association is not a part to the appeal then the Board and the aggrieved shall share equally such expenses.

TIME LIMITS

No grievance will be entertained unless presented in compliance with the first stage of the grievance procedure prior to forty (40) business days after the party named as the aggrieved knew or reasonably should have known of the condition being grieved. Failure to initiate a grievance within this time shall result in the waiver of all rights involved. Business days shall mean calendar days during the working year; except Saturday, Sunday and legal holidays.

If a decision at one stage is not appealed to the next stage of the procedure within the time limit specified, the appeal under this agreement shall be barred.

Failure at any stage of the grievance procedure to communicate a decision to the aggrieved, his representatives or the Harpursville Administrator's Association within the specified time limit shall permit the lodging of an appeal at the next stage of the procedure within the time which would have been allotted had the decision been communicated by the final day.

AGGRIEVED RIGHTS AND ASSOCIATION RIGHTS

1. No reprisals of any kind will be taken by the Board or the school administration against any bargaining unit member because of his participation in this procedure.

2. In the event that a grievance is initiated and processed without Association approval, the Association still retains the right to be present at and to be heard at all levels of the procedure.

ARTICLE VI - BENEFITS

A. Vacation Days

1. Administrative employees will receive twenty (20) days of paid vacation per year. Vacation days can be accumulated. However, no more than thirty (30) vacation days can be taken in any one year. A maximum of twenty (20) vacation days will be paid at retirement

2. Approval of the Superintendent is required for vacation days to be taken when school is in session.

3. Should an administrator not be able to use their allotment of 20 days, he/she may request pay for up to ten days of unused vacation days.

B. Sick Leave

1. Fifteen (15) paid Sick Leave days will be granted per year. These days may be accumulated and there is no limit to this accumulation.

2. Family Illness- Up to ten (10) days, non-cumulative, will be given for illness in the immediate family to be charged against sick leave. Immediate family in this instance is defined as: The spouse of a staff member, his/her children, foster children, the parents of the staff member or of his/her spouse, or any relative living within the staff member's household. This benefit may be extended in unusual circumstances at the discretion of the Superintendent. The Superintendent of Schools reserves the right to require documentation of a family illness.

3. Any bargaining unit member whose personal illness extends beyond the period of accumulated sick leave may request a leave of absence, and such request shall be considered by the Board of Education. Such leaves of absence shall not exceed one (1) year and shall be without pay.

4. Bargaining unit members on unpaid leave of absence shall retain their rights to health insurance (non-contributing by the Board).

5. The accumulated sick leave earned in another district may be credited to an administrator by the Board of Education at the time of appointment of such administrator to the Harpursville administrative staff. Up to 25 days may be credited.

C. Sick Bank

1. As of July 1, 2004 a Sick Bank will be established for the Harpursville Administrator's Association. A bank of 50 days will be maintained annually by the district. Sick Bank use is available only for serious illness and/or injury which is not work-related. Sick leave bank shall be administered by a committee of trustees consisting of the Superintendent of Schools and the President of the Harpursville Administrator's Association or his designee. If a unanimous decision cannot be reached, an appeal may be brought to the Board of Education for a final decision.

2. Administrator's applying for use of days from the Bank, must be absent for a minimum of five (5) consecutive days and be completely out of personal sick leave days.

3. Days from the Sick Bank may be used only for a continuous absence, not on a per diem basis, except that after returning to work, days may apply for absences of less than five (5) days for periodic therapy as indicated by the individual's condition which caused the initial request for use of the Sick Bank.

4. A doctor's report and review of the condition causing the use of the Sick Bank may be requested by the Superintendent of Schools.

5. Twenty-five (25) days may be approved from the Sick bank at any one time. If more than twenty-five (25) days are needed, the individual must reapply.

All professional staff members who are called for jury duty shall receive the necessary leave to fulfill their civil obligation.

This leave shall not be deducted from sick leave or personal days.

The staff member shall receive a rate of pay equal to the difference between the professional salary and the jury fee.

G. Leaves Of Absence

1. Personal Leave

a. Leave of absence may be granted to all bargaining unit members. Requests for leaves of absence shall be considered by the Board of Education.

b. Leaves of absence shall not exceed one year.

c. Bargaining unit members on leave of absence shall retain their rights to health insurance (non-contributing by the Board). Bargaining unit members on leave will not lose tenure.

d. All leaves of absence under this section shall be without pay.

2. Parental Leave

a. Leave of absence for child-rearing may be granted up to one (1) years, upon request, to any bargaining unit member. Such leave shall be without pay or increment.

b. A bargaining unit member requesting a parental leave shall do so in writing and shall include the date leave commences and the date the leave concludes. Such request shall normally be made at least thirty (30) days prior to the start of the leave.

c. Bargaining unit member's accumulated sick leave shall not be lost, and the rights of insurance coverages shall continue (non-contributing by the District).

H. Health and Dental Insurance

For full time administrators, the District will pay 95% of the premium amount for employee's coverage and 90% of the premium amount for dependent's coverage.

Health insurance for retired district administrators will be provided in accordance with the Board Policy #4319.1 as written on July 1, 2004 attached hereunto.

I. Worker's Compensation

The bargaining unit member shall receive Worker's Compensation payment during the period of absence.

The Board of Education will pay full salary less weekly compensation for loss of time due to personal injury in the line of duty for one hundred twenty (120) days or until final compensation award is made, whichever comes sooner. No loss of accumulated sick leave will occur during the period described. If loss of time due to personal injury in the line of duty exceeds beyond the limits stated above, sick leave may be used.

The district expects to be informed if a bargaining unit member is receiving payments from Worker's Compensation for days absent and will make necessary salary adjustments so that the bargaining unit member would not receive money greater than his/her regular salary

J. Retirement Incentive

1. Administrative employees will be paid accumulated vacation days up to twenty (20) days at retirement.
2. Upon retirement or at age 55 or above, administrators having served the district for 15 or more years will be eligible for:
 - a. \$100.00 per day of accumulated sick leave above 180 days. The maximum benefit is not to exceed \$10,000.00

K. Professional Development

1. The district shall pay annually for dues to one professional organization of the Administrator's choice. The District will not pay dues to any organization involved in labor negotiations on behalf of the Association.

ARTICLE VII - BARGAINING UNIT MEMBER AND ASSOCIATION RIGHTS

A. Vacancies

1. Notification

The Harpursville Administrator's Association must be given reasonable notice of vacancies, promotions, new positions and assignments that will become available within a reasonable length of time. This notice shall include a job description and qualifications.

B. Savings Program

1. The Board will afford to any bargaining unit member who so requests, the opportunity to participate in a Tax Sheltered Annuity Program.

2. The Board will afford to any bargaining unit member who so requests, the opportunity to buy United States Savings Bonds on a regular payroll deduction basis.

C. Administrator's Files

1. Each Administrator's shall have the right to review all material placed in their files except confidential information and references regarding the employee's pre-employment period. Such review shall be made in the presence of the person designated responsible for safekeeping of files (custodian of records).

2. Administrators shall have the opportunity to read all material to be placed in their file. The administrator shall acknowledge he has read the material by affixing his signature or initials and the date on the actual copy to be filed, with the understanding that such signature merely signifies he or she has read the material. Signature does not necessarily indicate agreement with its contents. The administrator shall have the right to answer any material filed and his answer shall be attached to the file copy. Such answers must be made within ten (10) working days of the date on which the material was initialed.

D. Administrator's Evaluation

1. The Administrative Assessment Process is attached as Appendix A.

ARTICLE VIII - COMPENSATION

A. Salary Schedule

1. Bargaining unit members shall receive the following salary percentage increase:

2012-2013 2% above 2011-2012 Salaries

SIGNATURES

For the Association:

For the District:

President

Superintendent

Date

Date

APPENDIX A
Administrative Assessment

I. Introduction

This document is intended to provide a comprehensive assessment system to promote reflection and continuous improvement by Harpursville Central School District administrators.

The conceptual framework for this work is consistent with standards developed by the Interstate School Leaders Licensure Consortium (ISLLC). The ISLLC standards are: A school administrator is an educational leader who promotes success of all students by:

- facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The assessment process spans a 12-month period of time. Assessments are based on performance in relation to specific Domains of School Administration and the administrator's success in the achievement of specific school/department goals.

**Harpursville Central School
ADMINISTRATIVE ASSESSMENT REPORT**

Name: _____ Date: _____

Profile:

Yrs. in Position: _____ Yrs. in System: _____
 Elementary: _____ Middle: _____ High: _____ Supervisor: _____

Assess the administrator in all domains as related to the Administrator Performance Standards. Based on the evidence gathered since the previous Summative Assessment, note the level of performance as described by the rubric (U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished) to rate all components in each domain. Complete narrative section for each domain. Rate each domain according to district expectations.

Domain 1: Envisioning the Mission and Culture		Rubric			
Component		Unsatisfactory	Basic	Proficient	Distinguished
1a. Developing and Owning Vision/Mission/Goals					
1b. Establishing a Culture for Continuous Improvement					
Domain 1 Comments:					

Domain 2: Enhancing Human Relations		Rubric			
Component		Unsatisfactory	Basic	Proficient	Distinguished
2a. Establishing Trusting Relationships					
2b. Assuring Equity					
Domain 2 Comments:					

**Harpursville Central School
ADMINISTRATIVE ASSESSMENT REPORT**

Name: _____ SSN: _____ Date: _____

Domain 3: Utilizing Resources	Rubric			
Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Acquiring Human Resources				
3b. Using Human Resources				
3c. Fiscal Management				
3d. Acquisition and Use of Materials, Equipment, and Technology				
3e. Acquiring and Using Facilities				
Domain 3 Comments:				

Domain 4: Planning and Implementing Mission and Goals	Rubric			
Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Goal Setting				
4b. Developing Plans				
4c. Communicating				
4d. Documenting and Evaluating				
Domain 4 Comments:				

**Harpursville Central School
ADMINISTRATIVE ASSESSMENT REPORT**

Name: _____ SSN: _____ Date: _____

Domain 5: Fulfilling Professional Responsibilities Component	Rubric			
	Unsatisfactory	Basic	Proficient	Distinguished
5a. Data Management				
5b. Contributions to District and Community				
5c. Professional Growth and Development				
5d. Advocacy				
5e. Service to the Profession				
5f. Reflection				
5g. Making Decisions				
Domain 5 Comments: 				

Evaluator's Signature

Date

Evaluatee's Signature

Date

NOTE: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or assessors within ten working days and my comments will be attached to the evaluation form in my file in the Superintendent's Office.

Harpursville Central School District
Annual School/Department Goals (Form B)

Name _____

Date _____

Goal:

Activities and/or Steps To be Taken	Alignment to District Plan	Resources Needed	Documentation	Timeline

Domain 1: ENVISIONING MISSION AND CULTURE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Developing and Owning Vision/Mission/Goals of the School/Department	No effort has been made to engage staff in describing preferred conditions for their school/department.	A vision aligned with the Harpursville Central School mission and goals has been developed, but most staff are unaware of, or are unaffected by it.	The administrator has provided opportunities for staff members to collaboratively explore the research and describe the school/department they are trying to create. They have endorsed this general description and feel a sense of ownership in it. Administrators and staff align data-driven improvement planning and research-based staff development initiatives to the shared vision.	Staff members routinely articulate the major principles of the shared vision and use it to guide their day-to-day efforts and decisions. They accurately assess the current reality and continually seek effective strategies for reducing the discrepancies between conditions described in the vision statement and their current reality.
1b. Establishing a Culture for Continuous Improvement in the School/Department	The administrator has not yet articulated the beliefs, values and commitments that he/she is prepared to demonstrate in order to establish a culture for continuous improvement.	The administrator articulates statements of beliefs, values, and commitments, but his/her actions do not reflect these in the daily operations.	The administrator makes a conscious effort to articulate and promote the beliefs, values, and commitments. His/her actions reflect these in daily operations. Persons who reflect this culture are affirmed.	Continuous improvement has become the norm as reflected by the procedures, daily practices and day-to-day decisions of individuals and groups.

Domain 2: ENHANCING HUMAN RELATIONS

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Establishing Trusting Relationships	Administrator interaction with at least some staff or other people is negative, demeaning, sarcastic, or inappropriate. Administrator does not encourage risk-taking or creativity.	Interactions with staff and others are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. Some staff members are encouraged to take risks and exhibit creativity.	Interactions with staff and others demonstrate genuine warmth, caring and respect. Interactions are appropriate for cultural norms. Most staff safely take risks and exhibit creativity.	Administrator maintains trusting relationships with all through open and sincere communication; is perceived by others as being consistently supportive and caring.
2b. Assuring Equity	Administrator shows little or no respect for others; ignores or minimizes conflict.	Administrator shows respect for others; is aware of conflicts, articulates a process but uses inappropriate steps for the satisfactory resolution of conflict.	Administrator demonstrates genuine care and respect for the diversity in internal and external communities by modeling open-mindedness and the fair treatment of others; models conflict resolution strategies that result in satisfactory resolution.	All staff demonstrate genuine caring and respect for the diversity in internal and external communities by modeling open-mindedness and the fair treatment of others; conflicts are satisfactorily resolved by those involved using appropriate resolution strategies.

Domain 3: UTILIZING RESOURCES

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Acquiring Human Resources	Shows no interest in recruiting, inducting, or mentoring new staff; staffing decisions hamper goals; does not support staff.	Recruiting, inducting and mentoring new staff is haphazard; staffing decisions do not hamper goals; but do not promote goals; supports selected staff within context of school/departments	Recruiting, inducting and mentoring new staff is organized; staffing decisions promote goals; supports selected staff within the context of the organization.	Recruiting, inducting, and mentoring new staff is a well-organized and continual process; staffing decisions enhance goals; supports all staff within the context of the organization and works to increase capacity of all individuals.
3b. Using Human Resources	Administrator works in isolation. There is little awareness of what or how staff members are performing. Little or no training is provided.	Administrator delegates tasks to staff but is unaware of how staff members are performing. Some training is provided but there is little exchange of ideas regarding materials, strategies or methods of assessment.	Administrator and staff periodically function as a team, working collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and develop training to meet organizational goals.	Administrator and staff function as a team. They work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data and develop the necessary training to meet organizational goals.
3c. Fiscal Management	Provided funds are not spent appropriately to support goals.	Funds are used for designated purposes.	Funding decisions are based on relevant data. Funding is actively sought for continuous school/dept. improvement.	Funding acquired through increased efficiency and productivity is used to support continuous school/dept. improvement.
3d. Acquisition and Use of Materials, Equipment and Technology	Administrator is unaware of the availability and usage of resources through the school/department, district and community. Unable to manage school/dept. within allocated resources.	Administrator is aware of the availability and use of resources. Manages school/dept. within allocated resources. Staff is expected to use resources and technology. Relies on whatever training is available through the school/department.	Administrator provides training needed by the staff for effective utilization of resources within the school/department. Continually seeks out new materials, equipment and technology to meet anticipated needs to improve job related success.	Administrator empowers staff to identify future needed materials, equipment and technology. Organizes training necessary to achieve mission goals.
3e. Acquiring and Using Facilities	Facilities are not safe; space allocation does not support individual work habit or program goals.	Facilities are safe and clean; space allocation supports program goals but interferes with productivity and learning.	Facilities are safe and clean. Space allocation enhances program goals, supports programs, and promotes learning and productivity.	The staff uses unassigned spaces creatively to promote their goals while remaining cognizant of safety and future use.

Domain 4: PLANNING AND IMPLEMENTING MISSION AND GOALS

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Goal Setting	The goals for the school/department have not been identified.	Goals have been identified, but are not aligned with data. The staff focuses only on immediate tasks/projects not tied to goal.	Administrator provides data for the establishment of goals. Improvement initiatives focus on tasks/projects related to goal attainment.	Staff gathers a variety of relevant data and uses data to identify improvement goals. Improvement initiatives focus on meaningful tasks/projects related to goal attainment.
4b. Developing Plans	Administrator plans in isolation. The plan is not aligned with goal attainment. Scheduling is haphazard and/or timelines are nonexistent.	Plan is developed with limited input from few stakeholders. The plan is marginally tied to goal attainment. Plan may or may not include realistic timelines.	Goal-focused plan is developed with input from some stakeholders. Scheduling is considered as a vehicle for goal attainment.	Goal-focused plan is developed with input from all stakeholders. Scheduling/timelines provide a framework with flexibility for optimum implementation.
4c. Communicating	Administrator makes no effort to communicate progress on attaining mission/goals and other information important to the daily operation of the school/department.	Administrator selectively communicates progress on attaining mission/goals and other information. Limited feedback is encouraged and/or expected.	Administrator effectively communicates progress on attaining mission/goals and other information. He/she provides opportunities for two-way communication between individuals and groups.	Seamless communication between all stakeholders on attaining mission/goals and other information happens without prompting.
4d. Documenting and Evaluating	Little attention is devoted to creating systems that enable either the organization or individuals to track progress. While individuals may experiment, no structures to support, share, assess, or celebrate findings are in place.	Few are tracking general indicators of progress. The monitoring and sharing of findings is informal. Negative trends are dismissed or suppressed. Celebrations are unrelated to progress.	Individuals and teams gather information that enable them to identify and monitor progress. Findings generated by this research are beginning to influence practice. Negative trends are used in program revision; positive trends are celebrated.	Everyone participates in a continuous cycle of systematically gathering and analyzing data to identify discrepancies between actual and desired results. Celebrations are institutionalized.

Domain 5: FULFILLING PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Basic	Proficient	Distinguished
5a. Data Management	Administrator has no system for maintaining records; or misrepresents, omits, or conceals data.	Administrator's records are adequate, but they are not organized into an effective system. Errors and confusion periodically result from difficulty accessing information.	Administrator's system for maintaining records is effective and easily interpreted by staff, colleagues, and other stakeholders.	Administrator's system for maintaining records is highly effective and can be used in making decisions.
5b. Contributions to District and Community	Administrator does not become involved in district or community initiatives.	Administrator volunteers or agrees when specifically asked to participate in district and community initiatives.	Administrator participates in district and community initiatives and makes a substantial contribution.	Administrator assumes leadership role in district and community initiatives making a substantial contribution and encourages the involvement of others.
5c. Professional Growth and Development	Administrator demonstrates an unwillingness to attend or participate in professional development activities.	Administrator attends required professional development activities and participates to a limited extent.	Administrator actively pursues opportunities for professional development and uses these new earnings.	Administrator actively pursues opportunities for professional development, often serving as the leader, and shares these new learnings with colleagues resulting in increased performance.
5d. Advocacy	Administrator's practices result in others being ill-served. No attempt is made to foster recognition and opportunity for others.	Administrator works within the confines of the workplace to resolve situations, and supports the recognition and advancement of others to a limited degree.	Administrator uses a variety of resources enabling others to receive recognition and opportunity for advancement within the school/dept.	Administrator uses a variety of resources enabling others to receive recognition and opportunity for advancement beyond the school/dept.
5e. Service to the Profession	Administrator makes no professional contributions and provides no assistance to other's pursuit of professional development.	Administrator makes limited professional contributions and is inconsistent in providing assistance to other's pursuit of professional development.	Administrator participates actively in assisting others' pursuit of professional development and actively participates in professional activities with colleagues.	Administrator initiates important activities to contribute to the profession, such as mentoring new administrators, writing articles for publication and making presentations at conferences or to the community.
5f. Reflection	Administrator has not identified goals, or accurately assessed effectiveness, or attributes undesirable results to the ineffectiveness of others.	Administrator accurately assesses his/her effectiveness and the extent to which the goals were achieved but offers few, if any, examples to support the judgment.	Administrator accurately assesses his/her effectiveness and the extent to which the goals were achieved; offer examples to support the judgment.	Stakeholder feedback is included in the data an administrator used to illustrate his/her effectiveness. He/she is able to use this information to determine future leadership action and direction.
5g. Making Decisions	Decisions are reactive with little or no connection to school/department norms and expectations; decisions are made with little or no input from others; decisions are self-serving	Decisions are made to solve current problems. Decisions made for on-going operation of school/department occur as deadlines for those decisions approach. Solicits input from others but maintains control of the decision.	Makes decisions based on anticipated needs of school department. Willingly accepts participation and/or delegates decision-making as appropriate. Input from others influences the decision.	Decisions are proactive and the long-term goals of school/department are considered. The decision-making strategies used appropriately fit the context.