

## Licensed Evaluation – Administrators

The quality of administrative leadership has a direct effect on the district’s ability to create dynamic organizations which inspire staff, students and community to create environments rich in learning. Furthermore, since the achievement of school and district goals is impacted significantly by the quality of administrative leadership, it is incumbent upon the district to assess its administrators on an annual basis. The administrative evaluation process has as its primary focus the exercise of effective instructional leadership in achieving the desired outcomes in student learning. Through such a process each administrator becomes more accountable and committed to enhancing the district’s learning environments. Administrative evaluation also serves other purposes which include informing decisions regarding assignments, professional growth needs and continued employment.

Through the evaluation process administrators should acquire a better understanding of their own leadership and management strengths, thereby enabling them to become more capable assessors of their own performance and growth needs. The assessment process should be goal oriented and support district/school priorities where appropriate. The process should also contribute to positive communication between each administrator and supervisor through a focus on improving instructional leadership. Engaging in meaningful dialogue about leadership and management practices should strengthen each administrator’s commitment toward the profession and toward the success of his or her staff and students.

The administrative evaluation system will also include provisions for initiating dismissal or contract nonextension procedures if the need for such procedures is indicated.

Administrators’ evaluations shall be customized based on collaborative efforts and include the educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education.

The standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership;

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<sup>1</sup>These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

6. Socio-political context.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;
2. Refine the support, assistance and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the school and district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[OAR 581-022-1720](#)

[OAR 581-022-1723](#)

[OAR 581-022-1725](#)

Hanson v. Culver Sch. Dist. (FDAB 1975)