EDGE 360°
Assessment

- Confidential -

This Report Prepared for:

JANE T. DOE
XYZ CORPORATION

Edge 360 for Educational Leaders v2.2
February 2018

The following assessment report has been generated from the responses provided by selected members of this individual's work group, supervisors, peers, subordinates, and internal or external customers. The specific content and findings of this report should be used only to benchmark, determine developmental needs, and track the progress of such development. These results must not be used as the sole basis for selection decisions, or as the basis for any disciplinary action.

Edge 360 for Educational Leaders v2.2
Individual Feedback Report

Participant's Name: JANE T. DOE
Organization: XYZ Corporation
Report Date: February 2018

This **Edge 360 for Educational Leaders v2.2 Individual Feedback Report** has been prepared specifically for you.

The information contained in this report is based on information about your leadership skills and performance collected on the assessment questionnaire you and others completed recently. These assessment questionnaires were completed by you and others around you - your supervisor, peers, subordinates, customers and others.

You and your other assessors answered questions as to how frequently you performed 72 specific leadership behaviors. You were also asked to rank the relative importance of 7 specific leadership tasks. Finally, an opportunity was offered to give written comments regarding your strengths as a leader, as well as any areas which might benefit from further development of your leadership skills.

Feedback is Essential for Development

The former Mayor of New York City, Ed Koch, used to greet constituents on the streets of his city with the simple question, "How am I doing?" And he listened to their responses, good and bad.

Mayor Koch recognized that getting constant feedback on his performance (especially from those most affected by his performance) was essential to his continued success as a leader.

The value of the information in this report is in the use to which you put these results. What is most important is not what this report says, but what you do with the information it contains.

The data contained in this report will help you measure your current progress as a leader, provide a benchmark for comparison as you continue to develop and implement your leadership skills, and provide ongoing motivation and direction for self-development. Your continuing development as a leader is so important to your organization and to those with whom you work that they have agreed to invest the time necessary to give you this detailed feedback. Your job is to accept, understand, and use the feedback which has been offered to you.

Soliciting and Accepting Feedback

As leaders rise through the hierarchies of their organizations, they often receive less and less honest information about themselves and their performance. With most positions of leadership comes perceived power and authority. Subordinates and others are sometimes fearful of displeasing those in leadership positions and often may give less than frank and candid feedback on a leader's performance when asked directly, face to face, as Ed Koch asked his constituents on the streets of New York.

A 360° assessment process such as this offers others an opportunity to give you accurate and helpful feedback in a constructive and confidential manner.

Strengths & Needs . . . as well as Unseen Strengths & Blind Spots

This feedback may help to validate your own self-perceptions. It is unlikely that you have reached your position in your organization by behaving in a random way. You already have an understanding of appropriate leadership behavior and probably have a pretty good idea of your own strengths and needs. But honest and reliable feedback is necessary to test your own perceptions, recognize previously unseen strengths, and become aware of blind spots in your own self-perceptions.

Self-Perception vs. Reality

Humans are said to be the only animals capable of self-deception. On occasion, our self perceptions may be creating blind spots in our view of ourselves. We may think of a particular leadership task as one of our towering strengths while others around us may see that, in reality, this task is more of a glaring need. We need feedback from others to make sure that our view of ourselves is completely realistic.

Feedback Is an Investment

When others give you feedback in a 360° assessment process such as this, they become involved in the process of improvement. They have invested time, energy, and thought into your development as a leader and have become actively involved in your growth and continued improvement. They are more likely to continue to support your development when you ask for their feedback, act on their feedback, and follow through with them afterwards.

Three more quick points before we turn to the reports . . .

1. This feedback report is simply information. It is *not* a "report card" or an appraisal of your worth as a leader, or as a person.

2. The feedback contained in this report is inherently *subjective*. In other words, this information is based on the perceptions and opinions of others.

3. In your development as a leader, what matters most is how *you* evaluate this information - what it means to you, not what it means to others around you.

Interpreting Your Reports

Your Individual Feedback Report is actually a collection of several different types of reports. Each of these sets of reports looks at the information collected in different ways.

Task Summary Report

The Task Summary Report gives a bird's-eye view of your assessment results. In completing your 360° assessment questionnaire, your assessors rated how frequently you performed 72 specific leadership behaviors. These 72 behaviors can be linked together to form a group of 7 discrete leadership tasks, such as Managing Change or Coaching Employees. Each leadership task contains several leadership behaviors. The Task Summary Report shows your overall ratings for each of these 7 leadership tasks. There are two reports, one in alphabetical order by task and the second in order by performance rating with your highest rated leadership task at the top.

Gap Analysis Report

The Gap Analysis Report shows how you rated yourself in the 7 leadership tasks compared to how your supervisor, your direct reports, your peers, customers and others rated you. These reports are important for spotting *unseen strengths* - areas in which you may have rated your performance significantly lower than others did, as well as *blind spots* - those tasks in which you may have rated yourself significantly higher than others did. Highlighting these gaps can be a source of excellent insight and the starting point for discussion with others as to why your ratings might have differed.

Importance Rankings Report

The Importance Rankings Report shows the overall importance rankings given for each of the 7 leadership tasks and how each group of raters (yourself, your supervisor, your subordinates, your peers, your customers and others) ranked the importance of each leadership task. This information can be useful as you attempt to prioritize the areas in which you seek further development. These reports can also highlight tasks in which you and others may hold significantly different opinions as to the relative importance of that particular task and may serve as an excellent discussion starter exploring these differing perceptions.

Importance / Performance Grid

As a follow-up to the Importance Rankings Report, the Importance / Performance Grid sets up a four-quadrant view of your performance ratings compared to the overall importance rankings given by your raters. This report can help prioritize areas for development as well as identify areas of strength you can build on. For example, you may wish to focus your development efforts on those tasks which were rated "high" in importance in which your performance level was "low."

Strengths / Needs Report

The Strengths / Needs Report lists your 20 top-rated and your 20 lowest-rated of the 72 behavioral statements. This report will help you identify those specific behaviors which are recognized by your raters as particular strengths, as well as those behaviors which may need further attention and development work.

Item Detail / Frequency Distribution Report

The Item Detail / Frequency Distribution Report gives the most comprehensive look at your assessment results. For each of the 7 leadership tasks assessed, you will see how each of the rater groups (self, supervisor, subordinates, peers, customers and others) rated you. You will also see each behavior item which contributed to this task score and the detailed ratings report for each item.

Task Summary Report

Task Summary Report

The following Task Summary Report gives an overall view of the results of your 360° assessment and are compiled from the responses given by up to five groups of raters: yourself, your supervisor(s), your subordinates, your peers, and your customers.

72 Behaviors Rated

Your raters responded to 72 very specific statements regarding your leadership behaviors. These behavior statements included items such as *"Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis."* and *"Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements."* Your raters were asked to rate how frequently you performed a given behavior using the following six-point scale:

Six-Point Scale

1. Almost Never	4. Often
2. Not Usually	5. Usually
3. Sometimes	6. Almost Always

7 Leadership Tasks

These 72 specific leadership behaviors can be grouped within 7 discrete leadership tasks. For instance, the following two items, *"Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis."* and *"Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.,"* are both part of the overall leadership task called *"Professionalism."*

"Average All" Rating

The ratings you received from all your raters for each item were averaged together to give an "Average All" score for each item. The average item scores for each item pertaining to one leadership task were then averaged together to determine an "Average All" score for each of the 7 tasks. These "Average All" scores for each task were used in producing the following Task Summary Report.

Strength

4   5   6
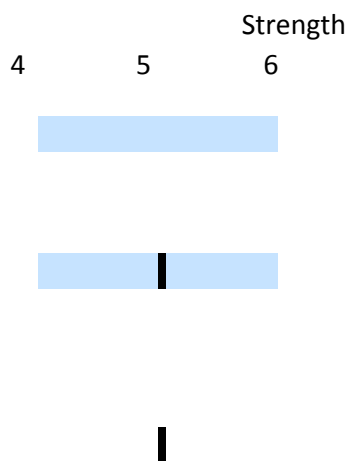
You will notice that most tasks on the report have a **bar** on the chart to the right of the task name. This bar shows the range of item scores you received for that task. The task average score for each rater category is used to prepare this bar.

The "Average All" score for each task is represented on the following charts by a **thick black line** and the score itself is indicated by the number to the left of the graph.

If there is no bar, only a **black vertical line**, then all raters gave you that same rating - there was no variance in their ratings.

The first Task Summary Report shows the tasks and their scores in alphabetical order by task. The second Task Summary Report shows the tasks sorted by performance, with the highest rated task listed at the top.

Task Summary Report

	Average Of All Raters	Need 1	2	3	4	Strength 5	6

Communication and Community Relations — **4.64**

Human Resources Management — **4.77**

Instructional Leadership — **4.43**

Organizational Management — **4.51**

Professionalism — **4.84**

School Climate — **4.32**

Student Academic Progress — **4.49**

Task Summary Report

	Average Of All Raters	Need ... Strength
Professionalism	**4.84**	
Human Resources Management	**4.77**	
Communication and Community Relations	**4.64**	
Organizational Management	**4.51**	
Student Academic Progress	**4.49**	
Instructional Leadership	**4.43**	
School Climate	**4.32**	

Gap Analysis Report

Gap Analysis Report

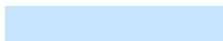The following Gap Analysis Reports are among the most powerful reports in this package. These reports will show you how your own evaluation of your performance compares to that given by your Supervisor, Direct Reports, Peers, Customers.

1. The first question this report answers is **"How do others view my performance for each leadership task?"**

The bar shows the range of scores given by everyone who rated your performance - you, your Supervisor, Direct Reports, Peers, Customers.

The dark vertical line shows the average of all the scores given by yourself and all others.

2. The next question is "**How do my Supervisor, Direct Reports, Peers, Customers view my performance for each leadership task?"**

Each report shows how a specific group rated your performance for each leadership task. In this case, your Supervisor's rating is shown. The Supervisor's rating is indicated by the white square which appears on the bar.

3. The third question is **"How did I rate myself on each leadership task?"**

Your own rating for each task is indicated by the black dot. You can see at a glance whether your own rating is higher or lower than that given by your Supervisor. You can see how close your own rating was to the overall average score given by all others. You can also see whether your own rating was within the range of ratings given by all others, or whether - as in the example at left - your rating of your own performance was different than the rating given by all others.

4. Finally, we can ask, **"Are there any significant gaps between my own ratings of my performance, and the ratings given by my Supervisor, Direct Reports, Peers, Customers for these leadership tasks?"**

If a significant gap (greater than one point on the scale) appears between the rating you have given yourself and the rating given by the comparison group - in this case, your supervisor - then your attention is called to that gap by the placement of a line connecting the two ratings.

If you rated yourself significantly higher (greater than one point on the scale) than the comparison group rated you, then a bold black line connects the two ratings and calls your attention to a potential *blind spot* - an area in which you may be overrating your own performance. The number to the left of the scale shows the size of the gap.
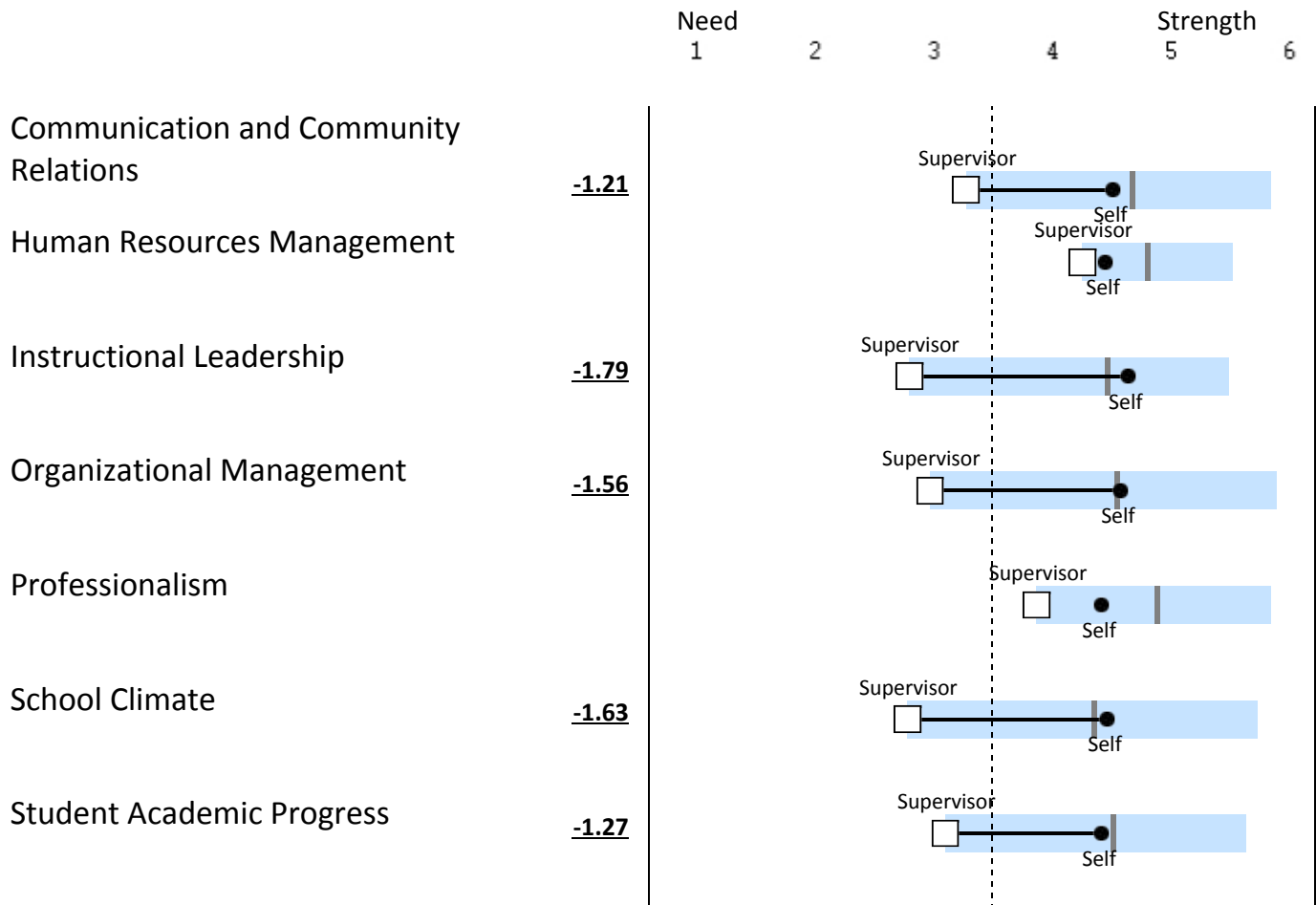
If you rated yourself significantly lower (greater than one point on the scale) than the comparison group rated you, then a dotted gray line connects the two ratings and calls your attention to a potential *hidden strength* - an area in which you may be underrating your own performance. The number to the right of the scale shows the size of the gap.

Gap Analysis Report - Supervisor Comparison

	Need				Strength	
	1	2	3	4	5	6

Communication and Community Relations **-1.21**
Supervisor — Self

Human Resources Management
Supervisor — Self

Instructional Leadership **-1.79**
Supervisor — Self

Organizational Management **-1.56**
Supervisor — Self

Professionalism
Supervisor — Self

School Climate **-1.63**
Supervisor — Self

Student Academic Progress **-1.27**
Supervisor — Self

Gap Analysis Report - Direct Reports Comparison

	Need	Strength
	1 2 3	4 5 6

Communication and Community Relations
Direct Reports
Self

Human Resources Management
Direct Reports
Self

Instructional Leadership
Direct Reports
Self

Organizational Management
Direct Reports
Self

Professionalism
Direct Reports
Self
1.13

School Climate
Direct Reports
Self

Student Academic Progress
Direct Reports
Self

Gap Analysis Report - Peers Comparison

	Need				Strength	
	1	2	3	4	5	6

Communication and Community Relations

Peers
Self

Human Resources Management

Peers
Self

Instructional Leadership

Peers
Self

Organizational Management

Peers
Self

Professionalism

Peers
Self

School Climate

Peers
Self

Student Academic Progress
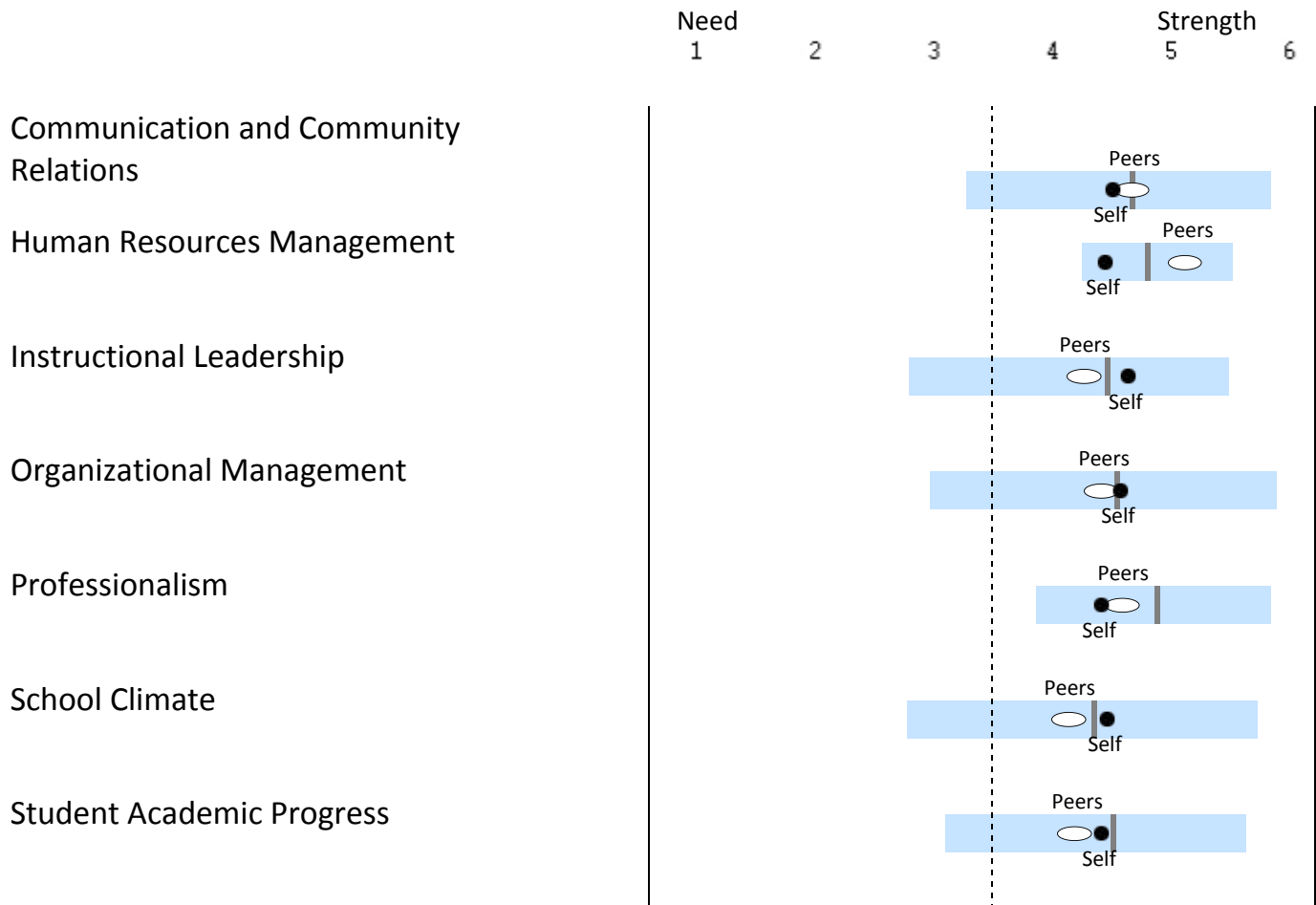
Peers
Self

Gap Analysis Report - Customers Comparison

	Need				Strength		
	1	2	3	4	5	6	
Communication and Community Relations							**1.30**
Human Resources Management							**1.04**
Instructional Leadership							
Organizational Management							**1.28**
Professionalism							**1.40**
School Climate							**1.23**
Student Academic Progress							**1.19**
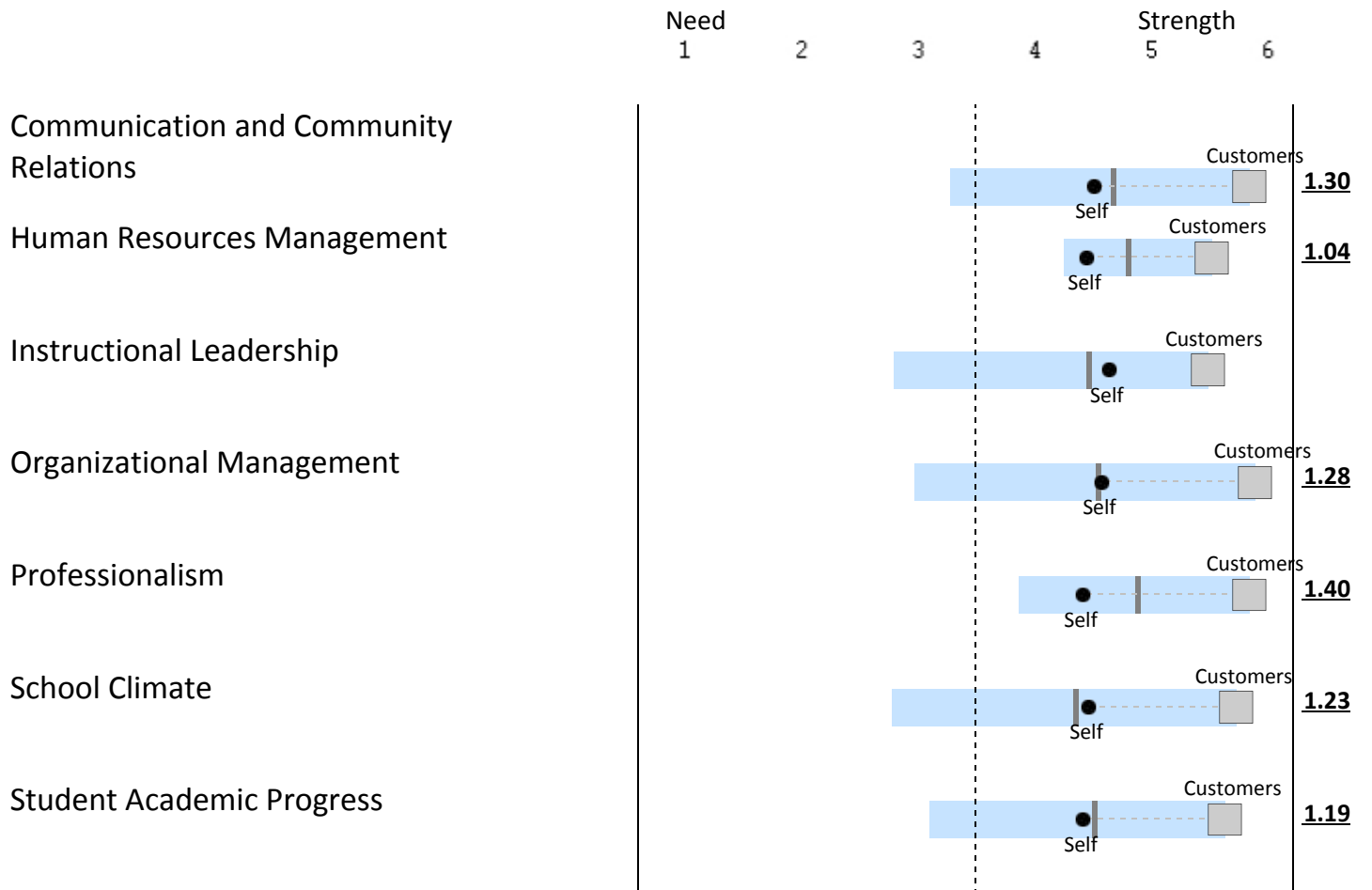
Gap Analysis Report - All Rater Comparison Report

Need — Strength scale (1 to 6)

- Communication and Community Relations
- Human Resources Management
- Instructional Leadership
- Organizational Management
- Professionalism
- School Climate
- Student Academic Progress
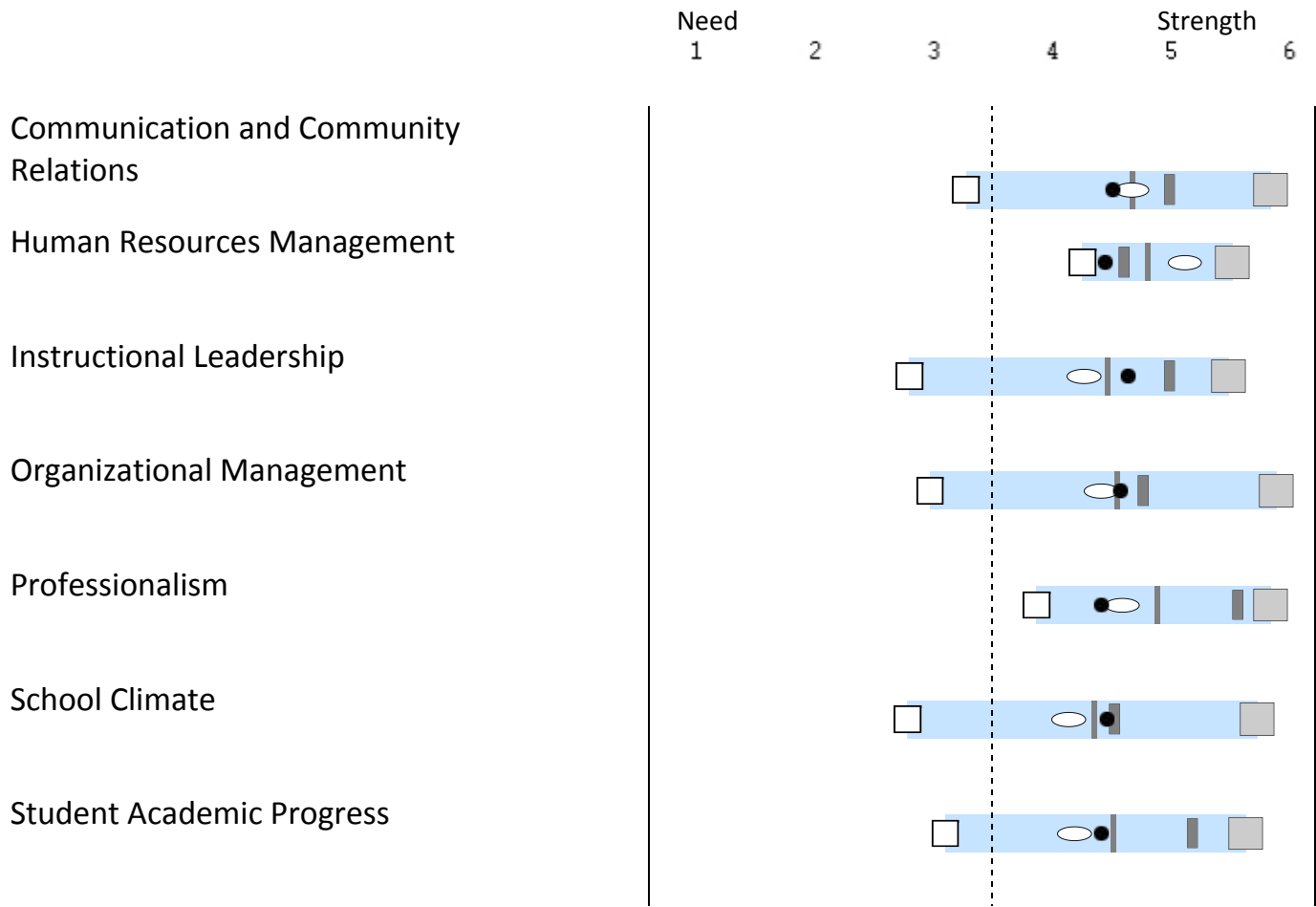
Legend

- ● = Self
- ☐ = Supervisor
- ▮ = Direct Reports
- ⬭ = Peers
- ▢ = Customers

Importance Rankings Report
Importance / Performance Grid

Importance Rankings Report

7 Leadership Tasks

You, and the others who rated you, were asked to rate the importance of each of the 7 leadership tasks assessed by the **Edge 360 for Educational Leaders v2.2**. You were asked to specify which of these leadership tasks were the most important to your job.
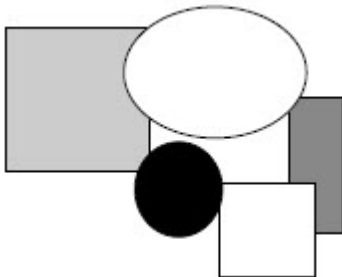
Importance Ratings

The ratings given by all raters were averaged. Based on the average importance rating given by all raters, the leadership tasks were sorted and listed in descending order of importance.

Average Importance

The average importance rating is listed in the column to the left of the graph marked **"Average All."**

Critically Important
Very Important
Important

The **bar** is a graphic depiction of the average importance rating. Any rating higher than 0.67 falls into the *Critical* column, any average rating falling between 0.34 and 0.67 falls into the *Very Important* column, and any average rating below 0.34 falls into the *Important* column.

The average importance rating given by each rater group in your report (Self, Supervisor, Direct Reports, Peers, Customers) for each task is shown on the report by a symbol placed in the appropriate column.

Self = ●

Supervisor = ☐

Direct Reports = ▮

Peers = ⬭

Customers = ▢

You can easily see how your rating compares to the importance rating given by your supervisor or others and see where differences of opinion as to the relative importance of a task may exist. These differences, if significant (for instance, when you think a task is merely important, but your supervisor believes it to be critically important), may be a signal that some discussion is needed regarding the priorities you set in your job.

Importance / Performance Grid

Need High Importance / Low Performance	High Importance / High Performance
Low Importance / Low Performance	Low Importance / High Performance

This report shows the correlation between the importance rankings of the leadership tasks given by your raters, and the rating of your performance in those same tasks. The tasks are listed on the grid in descending order of importance.
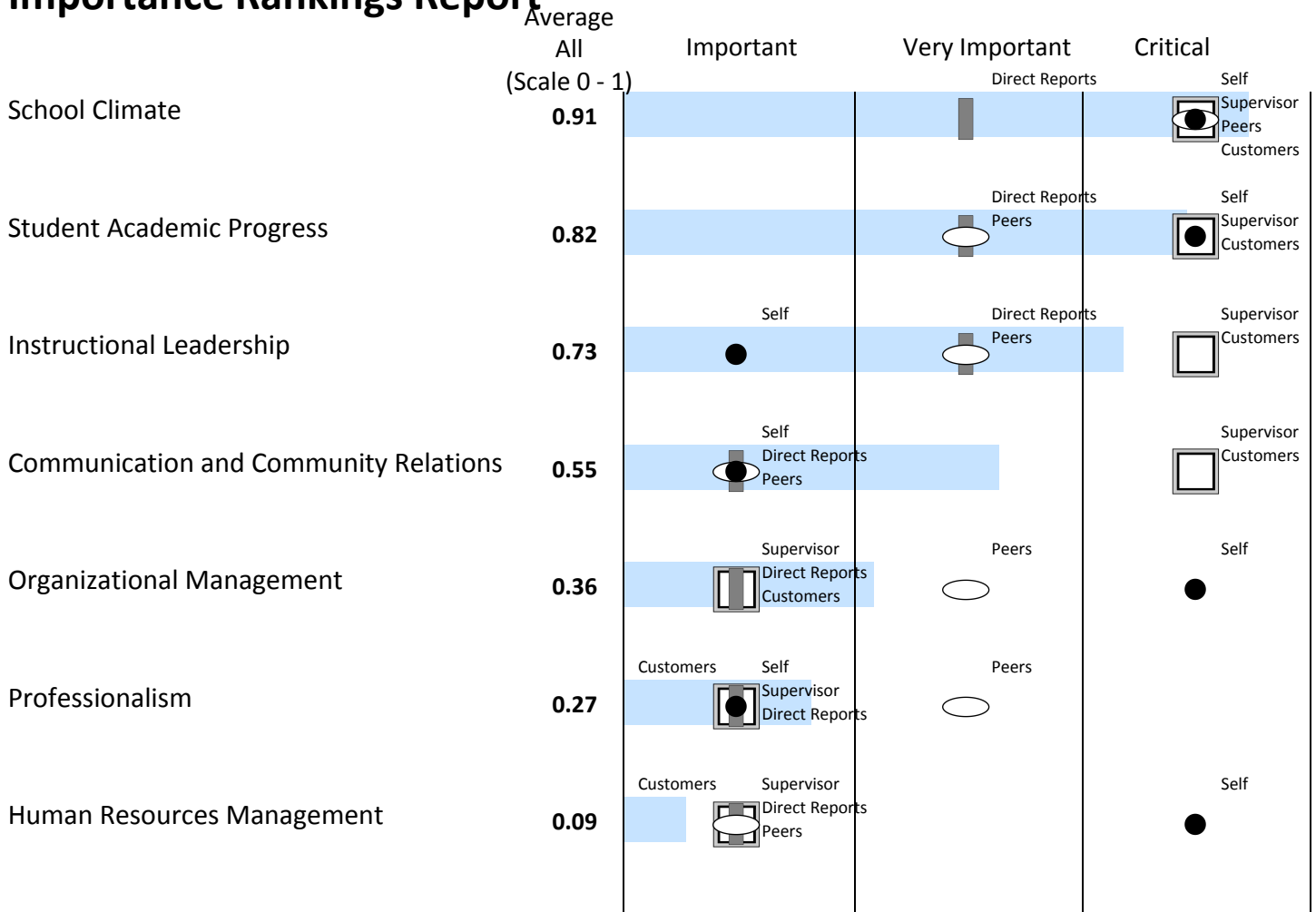
Any tasks rated *high in importance* (0.5 or greater on a scale of 0 to 1) but *low in performance* (less than 5 on a scale of 1 to 6) are shown in the upper left quadrant of the grid. These items can be considered **immediate development needs** and should probably be the focus of additional training and development efforts.

High Importance / Low Performance	Strength High Importance / High Performance
Low Importance / Low Performance	Low Importance / High Performance

Those tasks that are *high in importance* (0.5 or greater on a scale of 0 to 1) and *high in performance* (5 or greater on a scale of 1 to 6) are listed in the upper right quadrant of the grid and can be considered **strengths** and could be tasks in which you might consider mentoring others.

This report can help you prioritize any training and development needs and highlight any strengths.

Importance Rankings Report

	Average All (Scale 0 - 1)	Important	Very Important	Critical

School Climate — 0.91

Student Academic Progress — 0.82

Instructional Leadership — 0.73

Communication and Community Relations — 0.55

Organizational Management — 0.36

Professionalism — 0.27

Human Resources Management — 0.09

Importance / Performance Grid

High Importance / Low Performance **Importance greater or equal to 0.5 on a scale of 0-1** **Performance less than 5 on a scale of (1-6)**	**High Importance / High Performance** **Importance greater or equal to 0.5 on a scale of 0-1** **Performance greater than or equal to 5 on a scale of (1-6)**
School Climate Student Academic Progress Instructional Leadership Communication and Community Relations	
Low Importance / Low Performance **Importance less than 0.5 on a scale of 0-1** **Performance less than 5 on a scale of (1-6)**	**Low Importance / High Performance** **Importance less than 0.5 on a scale of 0-1** **Performance greater than or equal to 5 on a scale of (1-6)**
Organizational Management Professionalism Human Resources Management	

Strengths / Needs Report

# Strengths / Needs Report

20 Highest-Rated Behaviors

&

20 Lowest-Rated Behaviors

The Strengths / Needs Report lists your 20 highest-rated behaviors and your 20 lowest-rated behaviors of the 72 behavioral items assessed.

Each listed strength or need includes the leadership task from which the item is taken, the text of the behavior statement (and item #) as it was printed in the assessment questionnaire, and a graphic depiction of the overall average rating you received for that item.

Strength

4   5   6
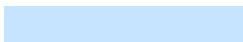
The bar indicates the range of scores given on that item by all the rating groups (Self, Supervisor, Direct Reports, Peers, Customers).

5.13

The vertical black line indicates the average of all ratings (including your own). The average rating score is printed to the right of the vertical black line.

If there is no bar, then all raters gave you the same rating for that item - there was no variance between the ratings.

Strengths / Needs Report

Need   Strength
1   2   3   4   5   6

#1 Strength - Item 55 - Professionalism
  Maintains a professional appearance and demeanor.

  5.70

#2 Strength - Item 52 - Communication and Community Relations
  Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

  5.50

#3 Strength - Item 48 - Communication and Community Relations
  Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

  5.45

#4 Strength - Item 30 - Human Resources Management
  Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

  5.40

#5 Strength - Item 57 - Professionalism
  Maintains confidentiality.

  5.40

#6 Strength - Item 28 - Human Resources Management
  Manages the supervision and evaluation of staff in accordance with local and state requirements.

  5.33

#7 Strength - Item 50 - Communication and Community Relations
  Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

  5.33

#8 Strength - Item 29 - Human Resources Management
  Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

  5.30

#9 Strength - Item 49 - Communication and Community Relations
  Provides a variety of opportunities for parent and family involvement in school activities.

  5.27
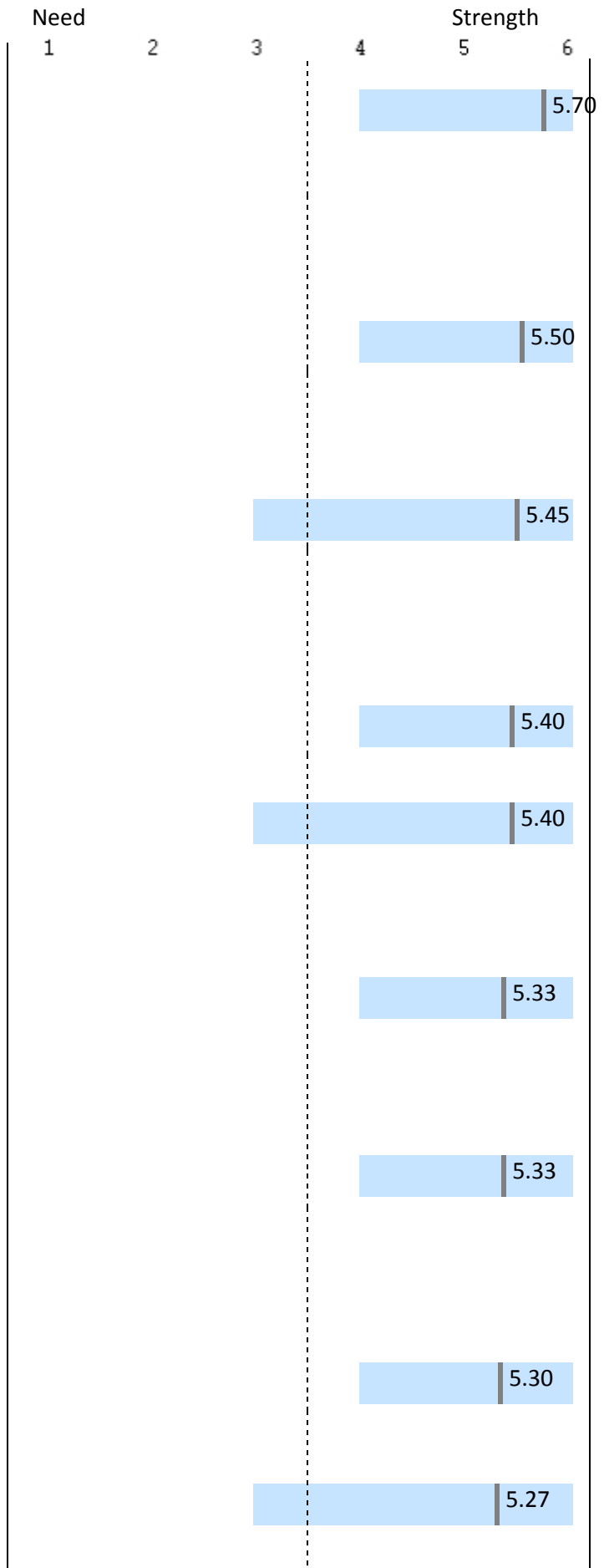
#10 Strength - Item 62 - Professionalism
   Remains current with research related to educational
   issues, trends, and practices and maintains a high
   level of technical and professional knowledge.

5.25
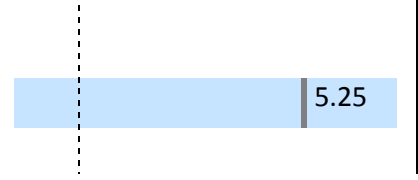
Strengths / Needs Report

#11 Strength - Item 54 - Professionalism
Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

5.22

#12 Strength - Item 40 - Organizational Management
Plans and prepares a fiscally responsible budget to support the school's mission and goals.

5.20

#13 Strength - Item 41 - Organizational Management
Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

5.20

#14 Strength - Item 71 - Student Academic Progress
Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

5.20

#15 Strength - Item 63 - Student Academic Progress
Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

5.10

#16 Strength - Item 56 - Professionalism
Models professional behavior and cultural competency to students, staff, and other stakeholders.

5.09

#17 Strength - Item 60 - Professionalism
Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

5.09

#18 Strength - Item 4 - Instructional Leadership
Possesses knowledge of research-based instructional best practices in the classroom.

5.00

#19 Strength - Item 26 - Human Resources Management
Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

5.00

#20 Strength - Item 32 - Human Resources Management
Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

5.00

Strengths / Needs Report

Need   Strength

	1	2	3	4	5	6
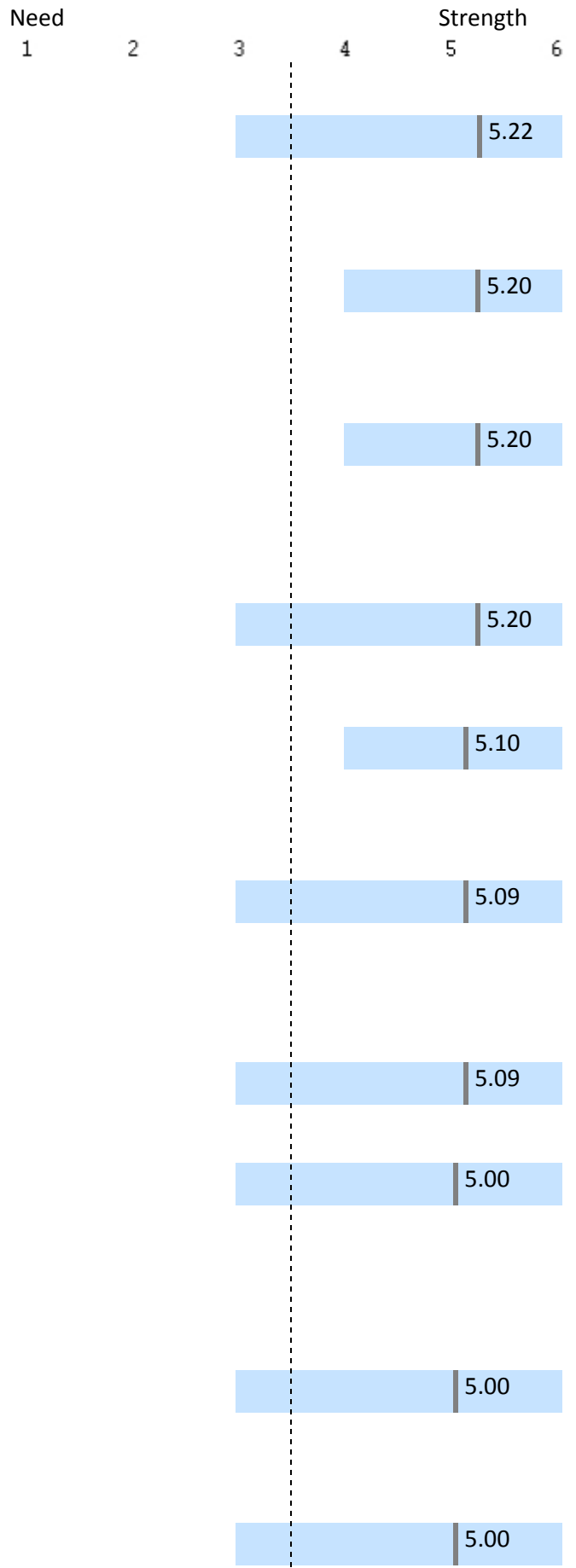
#1 Need - Item 16 - School Climate
  Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

    4.09

#2 Need - Item 33 - Human Resources Management
  Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

    4.09

#3 Need - Item 45 - Communication and Community Relations
  Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

    4.09

#4 Need - Item 6 - Instructional Leadership
  Provides teachers with resources for the successful implementation of effective instructional strategies.

    4.20

#5 Need - Item 18 - School Climate
  Maintains a collegial environment and supports the staff through the stages of the change process.

    4.27

#6 Need - Item 14 - School Climate
  Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

    4.40

#7 Need - Item 19 - School Climate
  Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

    4.40

#8 Need - Item 37 - Organizational Management
  Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

    4.44

#9 Need - Item 5 - Instructional Leadership
  Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

    4.45

#10 Need - Item 17 - School Climate
  Models and inspires trust and a risk-tolerant environment by sharing information and power.

    4.45

Strengths / Needs Report

Need   Strength

| 1 | 2 | 3 | 4 | 5 | 6 |
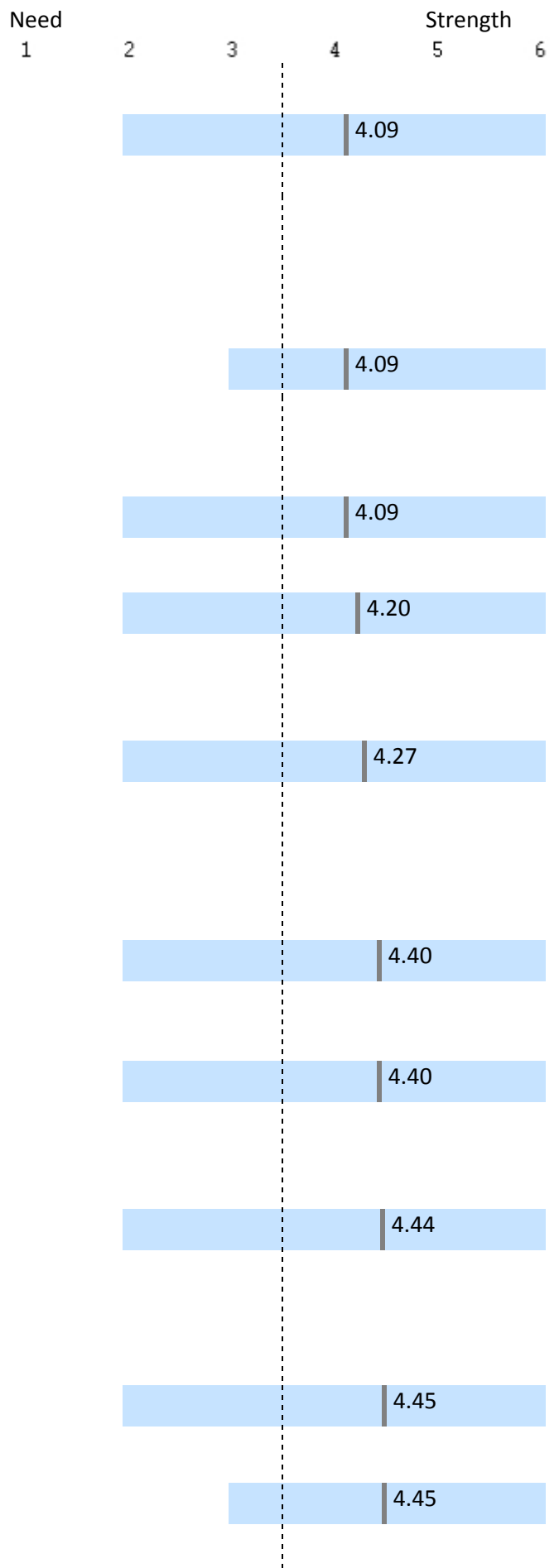
#11 Need - Item 42 - Organizational Management
Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

4.45

#12 Need - Item 43 - Communication and Community Relations
Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

4.45

#13 Need - Item 68 - Student Academic Progress
Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

4.50

#14 Need - Item 72 - Student Academic Progress
Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

4.50

#15 Need - Item 8 - Instructional Leadership
Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

4.55

#16 Need - Item 22 - School Climate
Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

4.55

#17 Need - Item 66 - Student Academic Progress
Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

4.55

#18 Need - Item 2 - Instructional Leadership
Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

4.60

#19 Need - Item 7 - Instructional Leadership
Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

4.60

#20 Need - Item 46 - Communication and Community Relations
Involves students, parents, staff and other
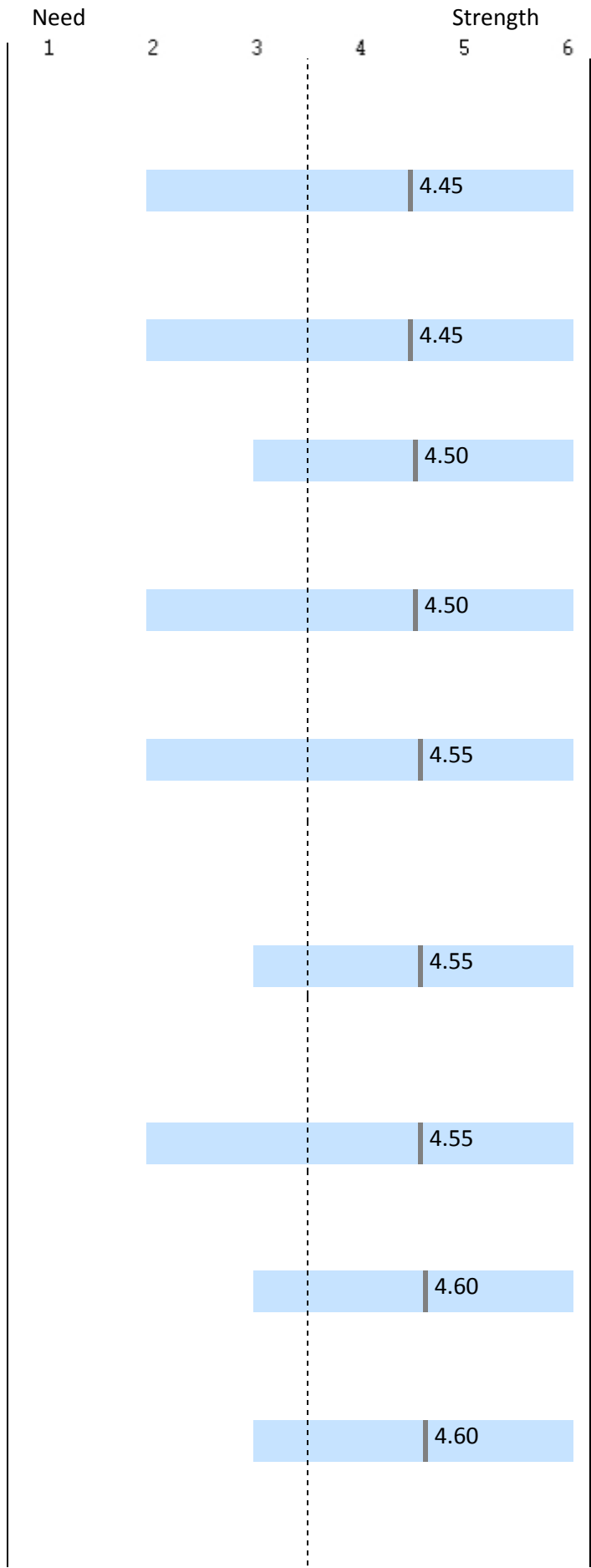
stakeholders in a collaborative effort to establish positive relationships.

| | | | 4.60 |

Item Detail / Frequency Distribution Report

Item Detail / Frequency Distribution Report

This report offers the most detailed look at the results of your **Edge 360 for Educational Leaders v2.2** assessment.

Avoid "Paralysis by Analysis"

For many participants, this report provides more information than is really necessary to receive a benefit from this type of assessment. Concentrating on all the nitty-gritty details of an assessment such as this can sometimes create a kind of "paralysis by analysis." You can become so consumed by details that you lose sight of the overall picture - failing to see the forest for the trees. Having said that, however, this report can be very useful in pinpointing training needs and other areas for focus. For instance, if you show a training need in a particular task, it can be helpful to examine the individual behavior statements that describe that task and see if improvements in one or two specific behaviors could improve your overall performance of that task.

Item Detail

Task Ratings From Each Rating Group

Avg w/o Self
Avg w Self
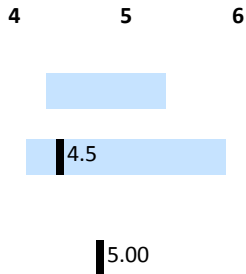
The Item Detail shows your overall ratings for each of the 7 leadership tasks measured by this assessment as rated by yourself, your supervisor, subordinates, peers, and customers.

In addition to ratings from each rater group, you will see two more ratings: Avg w/o Self and Avg w Self. The Avg w/o Self rating is the average rating from all the raters except for yourself. The Avg w Self rating is the average rating from all the raters including yourself.

The bar shows the range of ratings given by the rating group.

The vertical black line indicates the average rating for that rating group. This average rating score is printed to the right of the vertical black line.

If there is no bar, then all the raters in that group gave you the same rating - there was no variance in their ratings.

Number of Raters

Self(1)
Supervisor(1)
Direct Reports(3)
Peers(3)
Customers(3)
Avg w/o Self(10)
Avg w Self(11)

Beside each rating group's label you will see a number in parentheses. This number reflects how many persons in that rating group gave a response for that particular item. For instance, the Self category will usually show "(1)" because you were the only rater counted in this category. If you failed to respond to an item, or chose "Not Sure" for that item on the assessment questionnaire, you will not see a Self label and there will not be a score shown on the graph.

Frequency Distribution
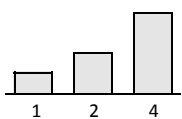
The bar graph indicates what percentage of your raters gave you a specific rating. The taller the bar graph, the higher the percentage of raters giving that rating. Bar graphs are shown for ratings 1 through 6, as well as "n/a" which means that no rating was given by the rater.

The numbers underneath each bar graph indicate the number of raters giving that particular rating.

Communication and Community Relations

	Rating		1	2	3	4	5	6	n/a
Self	4.50								
Supervisor	3.29								
Direct Reports	4.97								
Peers	4.65								
Customers	5.80								
Avg w/o Self	4.68								
Avg w Self	4.64		0	3	14	12	26	41	14

Item #43

Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

	Rating	1	2	3	4	5	6	n/a
Self (1)	4.0							
Supervisor (1)	2.0							
Direct Reports (3)	4.7							
Peers (3)	4.0							
Customers (3)	5.7							
Avg w/o Self (10)	4.5							
Avg w Self (11)	4.5	0	1	2	2	3	3	0

Item #44

Communicates long-and short-term goals and the school improvement plan to all stakeholders.

	Rating	1	2	3	4	5	6	n/a
Self (1)	5.0							
Supervisor (1)	3.0							
Direct Reports (3)	5.0							
Peers (2)	4.5							
Customers (3)	5.7							
Avg w/o Self (9)	4.9							
Avg w Self (10)	4.9	0	0	2	1	3	4	1

Item #45

Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

	Rating	1	2	3	4	5	6	n/a
Self (1)	4.0							
Supervisor (1)	2.0							
Direct Reports (3)	3.3							
Peers (3)	4.0							
Customers (3)	5.7							
Avg w/o Self (10)	4.1							
Avg w Self (11)	4.1	0	2	3	1	2	3	0

Item #46

Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

	Rating	1	2	3	4	5	6	n/a
Self (1)	5.0							
Supervisor (1)	3.0							
Direct Reports (3)	4.0							
Peers (2)	4.5							
Customers (3)	5.7							
Avg w/o Self (9)	4.6							
Avg w Self (10)	4.6	0	0	3	1	3	3	1

Item #47

Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

	Rating	1	2	3	4	5	6	n/a
Self (1)	4.0							
Supervisor (1)	3.0							
Direct Reports (3)	5.0							
Peers (3)	4.7							
Customers (3)	6.0							
Avg w/o Self (10)	5.0							
Avg w Self (11)	4.9	0	0	1	3	3	4	0

Item #48

Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

	Rating	1	2	3	4	5	6	n/a
Self (1)	5.0							
Supervisor (1)	5.0							
Direct Reports (3)	5.7							
Peers (3)	5.0							
Customers (3)	6.0							
Avg w/o Self (10)	5.5							
Avg w Self (11)	5.5	0	0	1	0	3	7	0

Communication and Community Relations

		1	2	3	4	5	6	1	2	3	4	5	6	n/a

Item #49

Provides a variety of opportunities for parent and family involvement in school activities.

Self (1)	5.0
Supervisor (1)	5.0
Direct Reports (3)	5.7
Peers (3)	4.3
Customers (3)	6.0
Avg w/o Self (10)	5.3
Avg w Self (11)	5.3

1	2	3	4	5	6	n/a
0	0	1	1	3	6	0

Item #50

Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Self (1)	5.0
Direct Reports (3)	5.3
Peers (2)	5.0
Customers (3)	5.7
Avg w/o Self (8)	5.4
Avg w Self (9)	5.3

1	2	3	4	5	6	n/a
0	0	0	1	4	4	2

Item #51

Advocates for students and acts to influence local, division, and state decisions affecting student learning.

Self (1)	4.0
Direct Reports (1)	5.0
Peers (2)	4.5
Customers (2)	6.0
Avg w/o Self (5)	5.2
Avg w Self (6)	5.0

1	2	3	4	5	6	n/a
0	0	1	1	1	3	5

Item #52

Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Self (1)	4.0
Direct Reports (1)	6.0
Peers (1)	6.0
Customers (3)	5.7
Avg w/o Self (5)	5.8
Avg w Self (6)	5.5

1	2	3	4	5	6	n/a
0	0	0	1	1	4	5

Human Resources Management

	1	2	3	4	5	6
Self					4.44	
Supervisor				4.25		
Direct Reports				4.59		
Peers					5.09	
Customers					5.48	
Avg w/o Self				4.85		
Avg w Self				4.77		

Distribution (1–6, n/a): 0, 1, 11, 12, 26, 31, 18

Item #25

Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

	Rating
Self (1)	4.0
Direct Reports (2)	4.5
Peers (3)	4.3
Customers (3)	5.3
Avg w/o Self (8)	4.8
Avg w Self (9)	4.7

Distribution (1–6, n/a): 0, 0, 2, 2, 2, 3, 2

Item #26

Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

	Rating
Self (1)	5.0
Direct Reports (2)	4.0
Peers (1)	6.0
Customers (3)	5.3
Avg w/o Self (6)	5.0
Avg w Self (7)	5.0

Distribution (1–6, n/a): 0, 0, 1, 0, 4, 2, 4

Item #27

Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

	Rating
Self (1)	5.0
Supervisor (1)	4.0
Direct Reports (3)	4.3
Peers (1)	6.0
Customers (3)	5.0
Avg w/o Self (8)	4.8
Avg w Self (9)	4.8

Distribution (1–6, n/a): 0, 0, 1, 2, 4, 2, 2

Item #28

Manages the supervision and evaluation of staff in accordance with local and state requirements.

	Rating
Self (1)	4.0
Direct Reports (3)	5.7
Peers (2)	5.0
Customers (3)	5.7
Avg w/o Self (8)	5.5
Avg w Self (9)	5.3

Distribution (1–6, n/a): 0, 0, 0, 2, 2, 5, 2

Item #29

Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

	Rating
Self (1)	4.0
Supervisor (1)	5.0
Direct Reports (3)	5.7
Peers (2)	5.0
Customers (3)	5.7
Avg w/o Self (9)	5.4
Avg w Self (10)	5.3

Distribution (1–6, n/a): 0, 0, 0, 2, 3, 5, 1

Item #30

Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

	Rating
Self (1)	5.0
Supervisor (1)	5.0
Direct Reports (3)	5.7
Peers (2)	5.0
Customers (3)	5.7
Avg w/o Self (9)	5.4
Avg w Self (10)	5.4

Distribution (1–6, n/a): 0, 0, 0, 1, 4, 5, 1

Human Resources Management

	1	2	3	4	5	6	n/a

Item #31

Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

Rater	Score
Self (1)	4.0
Direct Reports (2)	3.5
Peers (1)	6.0
Customers (3)	5.7
Avg w/o Self (6)	5.0
Avg w Self (7)	4.9

1	2	3	4	5	6	n/a
0	1	0	1	2	3	4

Item #32

Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

Rater	Score
Self (1)	5.0
Direct Reports (3)	4.7
Peers (2)	4.5
Customers (3)	5.7
Avg w/o Self (8)	5.0
Avg w Self (9)	5.0

1	2	3	4	5	6	n/a
0	0	2	0	3	4	2

Item #33

Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Rater	Score
Self (1)	4.0
Supervisor (1)	3.0
Direct Reports (3)	3.3
Peers (3)	4.0
Customers (3)	5.3
Avg w/o Self (10)	4.1
Avg w Self (11)	4.1

1	2	3	4	5	6	n/a
0	0	5	2	2	2	0

Instructional Leadership

	1	2	3	4	5	6		1	2	3	4	5	6	n/a
Self					4.62									
Supervisor		2.83												
Direct Reports					4.97									
Peers				4.27										
Customers						5.46								
Avg w/o Self				4.38										
Avg w Self				4.43										
								0	9	20	18	41	42	13

Item #1

Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

	Value		1	2	3	4	5	6	n/a
Self (1)	4.0								
Supervisor (1)	2.0								
Direct Reports (2)	5.5								
Peers (3)	4.0								
Customers (3)	6.0								
Avg w/o Self (9)	4.8		0	1	2	1	1	5	1
Avg w Self (10)	4.7								

Item #2

Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

	Value		1	2	3	4	5	6	n/a
Self (1)	5.0								
Supervisor (1)	3.0								
Direct Reports (2)	4.5								
Peers (3)	4.0								
Customers (3)	5.7								
Avg w/o Self (9)	4.6		0	0	3	1	3	3	1
Avg w Self (10)	4.6								

Item #3

Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

	Value		1	2	3	4	5	6	n/a
Self (1)	4.0								
Supervisor (1)	3.0								
Direct Reports (1)	5.0								
Peers (3)	4.3								
Customers (3)	5.7								
Avg w/o Self (8)	4.8		0	0	2	2	2	3	2
Avg w Self (9)	4.7								

Item #4

Possesses knowledge of research-based instructional best practices in the classroom.

	Value		1	2	3	4	5	6	n/a
Self (1)	5.0								
Direct Reports (2)	5.5								
Peers (3)	4.0								
Customers (3)	5.7								
Avg w/o Self (8)	5.0		0	0	2	0	3	4	2
Avg w Self (9)	5.0								

Item #5

Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

	Value		1	2	3	4	5	6	n/a
Self (1)	4.0								
Supervisor (1)	2.0								
Direct Reports (3)	4.7								
Peers (3)	4.0								
Customers (3)	5.7								
Avg w/o Self (10)	4.5		0	2	0	3	3	3	0
Avg w Self (11)	4.5								

Item #6

Provides teachers with resources for the successful implementation of effective instructional strategies.

	Value		1	2	3	4	5	6	n/a
Self (1)	5.0								
Supervisor (1)	3.0								
Direct Reports (2)	3.5								
Peers (3)	3.7								
Customers (3)	5.3								
Avg w/o Self (9)	4.1		0	2	2	0	4	2	1
Avg w Self (10)	4.2								

Instructional Leadership

	Rating	Distribution

Scale columns: 1 2 3 4 5 6 | 1 2 3 4 5 6 n/a

Item #7

Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

Rater	Score
Self (1)	4.0
Supervisor (1)	4.0
Direct Reports (2)	5.0
Peers (3)	4.0
Customers (3)	5.3
Avg w/o Self (9)	4.7
Avg w Self (10)	4.6

Distribution counts (1–6, n/a): 0 0 2 3 2 3 1

Item #8

Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

Rater	Score
Self (1)	5.0
Supervisor (1)	4.0
Direct Reports (3)	4.0
Peers (3)	4.3
Customers (3)	5.3
Avg w/o Self (10)	4.5
Avg w Self (11)	4.5

Distribution counts (1–6, n/a): 0 2 0 1 6 2 0

Item #9

Provides the focus for continued learning of all members of the school community.

Rater	Score
Self (1)	4.0
Supervisor (1)	3.0
Direct Reports (3)	5.3
Peers (3)	4.7
Customers (3)	5.7
Avg w/o Self (10)	5.0
Avg w Self (11)	4.9

Distribution counts (1–6, n/a): 0 0 2 2 2 5 0

Item #10

Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

Rater	Score
Self (1)	5.0
Supervisor (1)	2.0
Direct Reports (2)	5.0
Peers (3)	4.7
Customers (3)	5.7
Avg w/o Self (9)	4.8
Avg w Self (10)	4.8

Distribution counts (1–6, n/a): 0 1 1 0 5 3 1

Item #11

Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

Rater	Score
Self (1)	5.0
Supervisor (1)	2.0
Direct Reports (3)	5.3
Peers (2)	5.0
Customers (3)	5.0
Avg w/o Self (9)	4.8
Avg w Self (10)	4.8

Distribution counts (1–6, n/a): 0 1 0 2 4 3 1

Item #12

Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

Rater	Score
Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (3)	5.3
Peers (3)	4.3
Customers (3)	5.0
Avg w/o Self (10)	4.7
Avg w Self (11)	4.7

Distribution counts (1–6, n/a): 0 0 2 2 4 3 0

Item #13

Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Rater	Score
Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (1)	6.0
Peers (2)	4.5
Customers (3)	5.0
Avg w/o Self (7)	4.7
Avg w Self (8)	4.8

Distribution counts (1–6, n/a): 0 0 2 1 2 3 3

Organizational Management

		1	2	3	4	5	6	n/a

Self	4.56					
Supervisor	3.00					
Direct Reports	4.75					
Peers	4.41					
Customers	5.84					
Avg w/o Self	4.50					
Avg w Self	4.51					

Distribution: 0 | 2 | 12 | 14 | 15 | 27 | 29

Item #34

Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

	Score
Self (1)	5.0
Direct Reports (3)	5.0
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (9)	4.9
Avg w Self (10)	4.9

Distribution: 0 | 0 | 2 | 1 | 3 | 4 | 1

Item #35

Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

	Score
Self (1)	4.0
Supervisor (1)	4.0
Direct Reports (3)	4.3
Peers (3)	4.3
Customers (3)	6.0
Avg w/o Self (10)	4.8
Avg w Self (11)	4.7

Distribution: 0 | 0 | 2 | 3 | 2 | 4 | 0

Item #36

Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

	Score
Self (1)	4.0
Direct Reports (1)	6.0
Peers (3)	4.3
Customers (2)	6.0
Avg w/o Self (6)	5.2
Avg w Self (7)	5.0

Distribution: 0 | 0 | 1 | 2 | 0 | 4 | 4

Item #37

Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

	Score
Self (1)	5.0
Direct Reports (3)	3.3
Peers (2)	4.0
Customers (3)	5.7
Avg w/o Self (8)	4.4
Avg w Self (9)	4.4

Distribution: 0 | 1 | 2 | 1 | 2 | 3 | 2

Item #38

Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

	Score
Self (1)	5.0
Direct Reports (2)	4.0
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (8)	4.6
Avg w Self (9)	4.7

Distribution: 0 | 0 | 2 | 2 | 2 | 3 | 2

Item #39

Reviews fiscal records regularly to ensure accountability for all funds.

	Score
Self (1)	4.0
Peers (2)	5.0
Avg w/o Self (2)	5.0
Avg w Self (3)	4.7

Distribution: 0 | 0 | 0 | 2 | 0 | 1 | 8

Organizational Management

		1	2	3	4	5	6	1	2	3	4	5	6	n/a

Item #40

Plans and prepares a fiscally responsible budget to support the school's mission and goals.

Self (1)	5.0
Direct Reports (1)	5.0
Peers (2)	5.0
Customers (1)	6.0
Avg w/o Self (4)	5.3
Avg w Self (5)	5.2

Distribution: 0 0 0 1 2 2 6

Item #41

Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

Self (1)	4.0
Direct Reports (1)	6.0
Peers (2)	5.0
Customers (1)	6.0
Avg w/o Self (4)	5.5
Avg w Self (5)	5.2

Distribution: 0 0 0 2 0 3 6

Item #42

Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Self (1)	5.0
Supervisor (1)	2.0
Direct Reports (3)	4.3
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (10)	4.4
Avg w Self (11)	4.5

Distribution: 0 1 3 0 4 3 0

Professionalism

	1	2	3	4	5	6	n/a
Self			4.40				
Supervisor			3.88				
Direct Reports					5.53		
Peers				4.58			
Customers						5.80	
Avg w/o Self				4.95			
Avg w Self				4.84			
	0	0	13	15	18	53	11

Item #53

Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

	Value							
Self (1)	4.0							
Supervisor (1)	3.0							
Direct Reports (2)	5.0							
Peers (2)	4.5							
Customers (3)	6.0							
Avg w/o Self (8)	5.0							
Avg w Self (9)	4.9							

Distribution: 0 0 2 2 0 5 2

Item #54

Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

	Value
Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (2)	6.0
Peers (2)	4.5
Customers (3)	6.0
Avg w/o Self (8)	5.3
Avg w Self (9)	5.2

Distribution: 0 0 2 0 1 6 2

Item #55

Maintains a professional appearance and demeanor.

	Value
Self (1)	4.0
Supervisor (1)	6.0
Direct Reports (2)	6.0
Peers (3)	5.7
Customers (3)	6.0
Avg w/o Self (9)	5.9
Avg w Self (10)	5.7

Distribution: 0 0 0 1 1 8 1

Item #56

Models professional behavior and cultural competency to students, staff, and other stakeholders.

	Value
Self (1)	4.0
Supervisor (1)	5.0
Direct Reports (3)	5.3
Peers (3)	4.3
Customers (3)	6.0
Avg w/o Self (10)	5.2
Avg w Self (11)	5.1

Distribution: 0 0 1 2 3 5 0

Item #57

Maintains confidentiality.

	Value
Self (1)	5.0
Direct Reports (3)	5.7
Peers (3)	4.7
Customers (3)	6.0
Avg w/o Self (9)	5.4
Avg w Self (10)	5.4

Distribution: 0 0 1 0 3 6 1

Item #58

Maintains a positive and forthright attitude.

	Value
Self (1)	4.0
Supervisor (1)	3.0
Direct Reports (3)	5.7
Peers (3)	4.3
Customers (3)	6.0
Avg w/o Self (10)	5.1
Avg w Self (11)	5.0

Distribution: 0 0 2 2 1 6 0

Professionalism

		1	2	3	4	5	6	1	2	3	4	5	6	n/a

Item #59

Provides leadership in sharing ideas and information with staff and other professionals.

Rater	Score
Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (3)	4.7
Peers (2)	4.5
Customers (3)	5.7
Avg w/o Self (9)	4.8
Avg w Self (10)	4.8

Distribution (1–6, n/a): 0, 0, 2, 1, 4, 3, 1

Item #60

Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

Rater	Score
Self (1)	4.0
Supervisor (1)	4.0
Direct Reports (3)	6.0
Peers (3)	4.3
Customers (3)	5.7
Avg w/o Self (10)	5.2
Avg w Self (11)	5.1

Distribution (1–6, n/a): 0, 0, 1, 3, 1, 6, 0

Item #61

Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

Rater	Score
Self (1)	5.0
Supervisor (1)	4.0
Direct Reports (3)	5.0
Peers (2)	4.5
Customers (3)	5.0
Avg w/o Self (9)	4.8
Avg w Self (10)	4.8

Distribution (1–6, n/a): 0, 0, 1, 3, 3, 3, 1

Item #62

Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Rater	Score
Self (1)	4.0
Direct Reports (2)	6.0
Peers (2)	4.5
Customers (3)	5.7
Avg w/o Self (7)	5.4
Avg w Self (8)	5.3

Distribution (1–6, n/a): 0, 0, 1, 1, 1, 5, 3

School Climate

	Rating (1–6)	Distribution (1, 2, 3, 4, 5, 6, n/a)
Self	4.45	
Supervisor	2.82	
Direct Reports	4.52	
Peers	4.14	
Customers	5.68	
Avg w/o Self	4.29	
Avg w Self	4.32	0, 7, 27, 15, 30, 38, 4

Item #14

Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

	Rating	Distribution
Self (1)	4.0	
Supervisor (1)	2.0	
Direct Reports (3)	4.7	
Peers (3)	4.3	
Customers (2)	5.5	
Avg w/o Self (9)	4.4	
Avg w Self (10)	4.4	0, 1, 2, 2, 2, 3, 1

Item #15

Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

	Rating	Distribution
Self (1)	5.0	
Supervisor (1)	2.0	
Direct Reports (3)	5.3	
Peers (3)	4.0	
Customers (3)	5.7	
Avg w/o Self (10)	4.7	
Avg w Self (11)	4.7	0, 1, 2, 0, 4, 4, 0

Item #16

Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

	Rating	Distribution
Self (1)	4.0	
Supervisor (1)	2.0	
Direct Reports (3)	3.7	
Peers (3)	3.7	
Customers (3)	5.7	
Avg w/o Self (10)	4.1	
Avg w Self (11)	4.1	0, 2, 3, 1, 2, 3, 0

Item #17

Models and inspires trust and a risk-tolerant environment by sharing information and power.

	Rating	Distribution
Self (1)	4.0	
Supervisor (1)	3.0	
Direct Reports (3)	4.3	
Peers (3)	4.0	
Customers (3)	5.7	
Avg w/o Self (10)	4.5	
Avg w Self (11)	4.5	0, 0, 4, 1, 3, 3, 0

Item #18

Maintains a collegial environment and supports the staff through the stages of the change process.

	Rating	Distribution
Self (1)	5.0	
Supervisor (1)	2.0	
Direct Reports (3)	3.7	
Peers (3)	4.0	
Customers (3)	5.7	
Avg w/o Self (10)	4.2	
Avg w Self (11)	4.3	0, 1, 4, 0, 3, 3, 0

Item #19

Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

	Rating	Distribution
Self (1)	4.0	
Supervisor (1)	2.0	
Direct Reports (3)	4.0	
Peers (2)	4.5	
Customers (3)	5.7	
Avg w/o Self (9)	4.4	
Avg w Self (10)	4.4	0, 1, 2, 2, 2, 3, 1

School Climate

Item #20

Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

Rater	Score
Self (1)	5.0
Supervisor (1)	5.0
Direct Reports (3)	4.7
Peers (3)	4.3
Customers (3)	5.7
Avg w/o Self (10)	4.9
Avg w Self (11)	4.9

Distribution: 1→0, 2→1, 3→0, 4→1, 5→6, 6→3, n/a→0

Item #21

Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

Rater	Score
Self (1)	4.0
Supervisor (1)	4.0
Direct Reports (1)	5.0
Peers (3)	4.3
Customers (3)	5.7
Avg w/o Self (8)	4.9
Avg w Self (9)	4.8

Distribution: 1→0, 2→0, 3→1, 4→3, 5→2, 6→3, n/a→2

Item #22

Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

Rater	Score
Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (3)	4.3
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (10)	4.5
Avg w Self (11)	4.5

Distribution: 1→0, 2→0, 3→3, 4→2, 5→3, 6→3, n/a→0

Item #23

Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

Rater	Score
Self (1)	4.0
Supervisor (1)	3.0
Direct Reports (3)	4.7
Peers (3)	4.0
Customers (3)	6.0
Avg w/o Self (10)	4.7
Avg w Self (11)	4.6

Distribution: 1→0, 2→0, 3→4, 4→1, 5→1, 6→5, n/a→0

Item #24

Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Rater	Score
Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (3)	5.3
Peers (3)	4.3
Customers (3)	5.7
Avg w/o Self (10)	4.9
Avg w Self (11)	4.9

Distribution: 1→0, 2→0, 3→2, 4→2, 5→2, 6→5, n/a→0

Student Academic Progress

	1 2 3 4 5 6	1 2 3 4 5 6 n/a
Self	4.40	
Supervisor	3.13	
Direct Reports	5.15	
Peers	4.18	
Customers	5.59	
Avg w/o Self	4.51	
Avg w Self	4.49	0 5 13 16 36 34 6

Item #63

Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

Self (1)	5.0
Direct Reports (3)	5.3
Peers (3)	4.7
Customers (3)	5.3
Avg w/o Self (9)	5.1
Avg w Self (10)	5.1

0 0 0 2 5 3 1

Item #64

Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

Self (1)	4.0
Supervisor (1)	2.0
Direct Reports (2)	5.5
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (9)	4.7
Avg w Self (10)	4.6

0 1 2 1 2 4 1

Item #65

Communicates assessment results to multiple internal and external stakeholders.

Self (1)	4.0
Supervisor (1)	4.0
Direct Reports (3)	5.7
Peers (3)	4.3
Customers (3)	5.7
Avg w/o Self (10)	5.1
Avg w Self (11)	5.0

0 0 1 3 2 5 0

Item #66

Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

Self (1)	4.0
Supervisor (1)	2.0
Direct Reports (3)	5.0
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (10)	4.6
Avg w Self (11)	4.5

0 1 2 1 4 3 0

Item #67

Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (3)	5.3
Peers (3)	4.3
Customers (3)	5.3
Avg w/o Self (10)	4.8
Avg w Self (11)	4.8

0 0 2 1 5 3 0

Item #68

Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

Self (1)	4.0
Supervisor (1)	4.0
Direct Reports (3)	4.3
Peers (3)	4.3
Customers (2)	5.5
Avg w/o Self (9)	4.6
Avg w Self (10)	4.5

0 0 1 5 2 2 1

Student Academic Progress

		1	2	3	4	5	6	1	2	3	4	5	6	n/a

Item #69

Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

Self (1)	5.0
Supervisor (1)	3.0
Direct Reports (3)	5.0
Peers (3)	3.7
Customers (3)	5.7
Avg w/o Self (10)	4.6
Avg w Self (11)	4.6

1	2	3	4	5	6	n/a
0	1	2	0	5	3	0

Item #70

Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

Self (1)	4.0
Direct Reports (3)	5.3
Peers (3)	4.0
Customers (3)	5.7
Avg w/o Self (9)	5.0
Avg w Self (10)	4.9

1	2	3	4	5	6	n/a
0	0	2	1	3	4	1

Item #71

Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

Self (1)	5.0
Supervisor (1)	5.0
Direct Reports (3)	5.3
Peers (2)	4.5
Customers (3)	5.7
Avg w/o Self (9)	5.2
Avg w Self (10)	5.2

1	2	3	4	5	6	n/a
0	0	1	0	5	4	1

Item #72

Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

Self (1)	4.0
Supervisor (1)	2.0
Direct Reports (3)	4.7
Peers (2)	4.0
Customers (3)	5.7
Avg w/o Self (9)	4.6
Avg w Self (10)	4.5

1	2	3	4	5	6	n/a
0	2	0	2	3	3	1

Written Comments

Written Comments

These written comments have been provided by your assessors to provide further feedback, observations, and suggestions for your continued development. These comments are presented as they have been received, without editing or alterations made.

Written Comments

Things the person does that should be continued:

- Her positivity which is greatly needed in this building. The support she gives student and teachers of students with special needs of any kind. Giving positive feedback as well as suggestions of things to try or think about for growth.

- She communicates well and is present in classrooms.

What could this person do to be more effective?

- Make sure she always sticks up for what she believes in educationally even when other admin are more outspoken/negative.

- Provide clearer feedback on expectations.

What does this person do that should be stopped?

- Stop looking back and plan forward.

Action Plan

Action Plan

Use the following pages to create your own personalized action plan for further development. This action plan should include steps to build on the strengths you have identified, and to further develop areas of need.

1. Select no more than three strengths and three needs to start with and list those on the following pages.
2. State your objective *(what do you want to do?)* regarding this particular strength or need.
3. Plan appropriate actions, learning experiences, and exercises to further develop this area.
4. Identify other people and resources that you can turn to for assistance in developing this area.
5. Finally, set specific target dates or milestones for completion of these development activities.

You might want to turn to your supervisor, peers, or others to help develop your action plan. Discuss this plan with others, get additional ideas and feedback, involve others in helping you achieve your objectives.

As you reach your objectives and complete these plans, turn to a new strength or need and continue to develop your skills and abilities as an effective leader.

Strengths On Which To Build

Strength:	Objective:	
Actions:	**Resources / People:**	**Milestone / Target Dates:**

Strength:	Objective:	
Actions:	**Resources / People:**	**Milestone / Target Dates:**

Strength:	Objective:	
Actions:	**Resources / People:**	**Milestone / Target Dates:**

Notes:

Needs To Address

Need:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Need:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Need:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Notes: