BRIDGES Charter School
Director Evaluation Process

Rubric for Self Assessment
This form must be completed by the Director as part of the self assessment process, and by the Board in preparation for the summary evaluation conference. Please "Circle" the level of performance for the review period on the scale for each element.

I. BRIDGES Values

	Needs Improvement	Developing	Successful	Distinguished
Is purposeful	Does not understand BRIDGES school vision and mission; works at cross-purposes or lacks direction.	Understands and embraces BRIDGES vision and mission; focuses on operating school well.	Understands, embraces, and consistently acts in ways that are aligned with BRIDGES vision and mission, not just school needs.	Deeply understands, embraces, and consistently acts in ways that are aligned with BRIDGES vision and mission. Seeks and finds ways to further BRIDGES's mission and vision.
Is collaborative	Does not work well with own staff, Board and/or VCOE staff	Is team-oriented; works well with own staff; is collegial; coordinates with Board and VCOE staff as needed	Consistently goes beyond mere coordination to work own staff, Board, and VCOE in ways that add value	Consistently finds new ways to encourage collaboration within school and across the organization
Is customer-service oriented	Does not respond to parent and student requests in a timely manner.	Consistently responds to parents and student requests in a timely and appropriate manner.	Consistently responds to parents, student and staff requests in a timely manner and in a way that reflects an understanding of the needs of customers.	Consistently responds to parents, student and staff requests in a timely and appropriate manner. Deeply understands needs of customers. Finds ways to increase customer satisfaction at the school.
Displays a sense of ownership	Does not hold self or others accountable for behavior or results; makes excuses; resists looking at or discussing goals and metrics.	Consistently holds self accountable for own behavior and results. Responds appropriately to results as measured by Board, and VCOE.	Consistently holds self and others accountable for school behaviors and results. Creates and follows-up with timely action plans in response to results measured by Board, and VCOE	Consistently holds self and others accountable for school behaviors and results. Creates and follows-up with timely, robust and flexible action plans in response to results measured by VCOE. Creates additional interim measures to ensure action plans are effective, and modifies activities accordingly.

II. Resource Management

	Needs Improvement	Developing	Successful	Distinguished
Maintains a balanced budget	Does not understand the basics of budget management; does not make an effort to learn	Understands basic principles of budget management; makes good budget decisions with the support of Home Office	Understands finance and accounting principles; finds ways to increase revenues and decrease costs as much as possible	Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending
Manages time & priorities effectively	Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission	Makes a deliberate effort to spend time on the most mission critical activities	Organizes time around the school's goals; is efficient taking care of lower priority items	Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff
Establishes effective systems for school operations	Fails to establish any systems for school operations (e.g. attendance, discipline); activities that should be routine are cumbersome & frustrating for site staff; lack of systems causes frequent interruptions to education program	Establishes functioning systems for school operations; routine activities usually get done with minimal hassle and disruption; school staff understand and consistently execute their appropriate roles	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective
Adheres to BRIDGES policies and protocols	Fails to follow BRIDGES policies and protocols in financial management (including attendance tracking, purchasing, payables/receivables, expense reimbursement, use of credit cards) and info mgmt	Follows BRIDGES policy and protocol diligently	Follows BRIDGES policy and protocol diligently and trains staff to do the same	Follows BRIDGES policy and protocol diligently; trains staff to understand and follow protocol; supports VCOE in refining and communicating policies

Resource Management (continued)

	Needs Improvement	Developing	Successful	Distinguished
Anticipates long term needs and plans ahead	Is reactive or focused on short-term; creates crises or shortages because of poor planning	Recognizes 1-2 obvious needs beyond the immediate school year and works with Home Office to address those needs; anticipates budgetary problems before they occur	Identifies long-term needs based on school priorities and makes spending decisions accordingly (including, if necessary, short-term sacrifices); anticipates budget problems long before they occur	Works with school community to identify long-term priorities and spending decisions accordingly; anticipates problems and creates alternatives; understands organization-wide needs beyond school and supports Aspire in achieving long-term objectives
Maintains safe facilities that support student learning	Does little to maintain or improve the facility or the use of space	Does a minimum of maintenance; Responds to unsafe conditions	Looks for ways to improve the facility; seeks input from staff to improve safety and use of space	Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early

III. Instructional Leadership

	Needs Improvement	Developing	Successful	Distinguished
Models BRIDGES Whole Child instructional guidelines	Does not understand BRIDGES Whole Child instructional guidelines; does not use them in coaching teachers	Is aware of BRIDGES Whole Child instructional guidelines and occasionally attempts to use them in coaching teachers	Understands BRIDGES Whole Child instructional guidelines and regularly reinforces them in coaching teachers	Thoroughly understands the nuances of BRIDGES Whole Child instructional guidelines; models and reinforces their consistent implementation
Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory	Does not understand effective teaching; does not use this information in coaching teachers	Is aware of effective teaching and occasionally attempts to incorporate it in conversations with staff	Understands effective teaching; uses this information in guiding classroom instruction	Possesses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice

Instructional Leadership (continued)

	Needs Improvement	Developing	Successful	Distinguished
Uses data to increase student achievement	Does not use data in making decisions or coaching teachers; does not make data available to staff	Periodically reviews data provided by the state or VCOE; reviews and discusses school-wide data with staff; understands and can explain the function of the Balanced Scorecard	Sets goals; analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching in the school; uses Balanced Scorecard as a framework for communicating data;	Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses Balanced Scorecard to reinforce school goals and guide daily activities;
Creates a strong learning culture	Does not discuss or refer to the vision of the school. Student behavior is not reflective of non-violent communication culture and a school student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful.	Little time is spent sharing the vision. School's student discipline policy is implemented with consistency but student behavior is orderly most of the time. School environment feels safe and respectful, with limited support of Whole Child philosophy.	Periodic discussion focuses the community on the vision. Student behavior is generally reflective of non-violent communication culture. School environment feels safe and respectful, and supports Whole Child philosophy	Vision is shared by all constituents and frequently referenced. Student behavior is consistently reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a strong Whole Child focus.
Uses teacher observations and feedback to ensure alignment with Whole Child philosophy and to increase teacher & student success	Spends very little time in classrooms observing teachers teaching; spends majority of time in the office; or observes teachers but does not follow-up with discussions with teachers.	Spends enough time in classrooms to observe and provide informal feedback for most teachers at least monthly. Provides all teachers with written feedback about observations during formal evaluations.	Maintains a regular schedule of classroom observations, spending at least one hour per day in classroom, so that each teacher is informally but substantively observed at least weekly during the school year. Provides teachers with timely written feedback about observations in a way that is aligned with educator performance rubric.	Maintains a regular schedule of classroom observations, so that all teachers are substantively observed at weekly during the school year. Observation times and topics are geared to educators' personal development goals. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations. Explicitly links observations to educators' personalized learning plans, educator performance rubric in a continuous way.

III. People Management

	Needs Improvement	Developing	Successful	Distinguished
Identifies and provides appropriate professional development opportunities	Does not work with staff on their professional growth needs; discourages staff members who seek out professional development opportunities; does not understand adult learning theory	Identifies professional development needs for each staff member; transfers own knowledge and skills; informs staff of other known development opportunities; applies little adult learning theory	Works with each individual staff member to create a personalized professional development plan that fits with adult learning theory; provides timely feedback; transfers own knowledge and skills; seeks out additional learning options when one is not readily available	Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff; understands and uses adult learning theory
Builds a collaborative, wellfunctioning team	Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work	Encourages staff to collaborate; deals with internal conflict adequately	Enables frequent collaboration among staff members; uses individuals' strengths effectively; addresses conflict skillfully	Creates a culture of collaboration and mutual support; uses individuals' strengths effectively; builds employee skills in teambuilding
Communicates well with staff	Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens	Models effective two-way communication; is able to inspire as well as convey information
Gathers input, collaborates, and provides leadership opportunities as appropriate	Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation	Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches; provides some leadership opportunities	Uses a number of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use; allows most staff an opportunity to lead	Uses a variety of leadership strategies wisely; consistently exercises good judgment about management strategies; delegates and collaborates as a way to train and motivate new leaders

People Management (continued)

	Needs Improvement	Developing	Successful	Distinguished
Holds employees accountable for results	Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction	Reviews school-wide results with staff and creates action plans accordingly; reviews employees objectively; conducts formal evaluations for most employees according to schedule (goal setting at beginning of year, mid-year conference, end–of-year evaluation)	Reviews student results with individual employees thoroughly and objectively on a regular basis; creates and follows up on individual action plans; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of year evaluation) in way that is aligned with education performance rubric	Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of-year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way.
Recognizes and rewards individual and group behavior	Overlooks opportunities for reward and celebration; focuses on the negative	Recognizes good work with occasional celebrations	Uses a variety of approaches to recognize and reward desired actions at the individual and group level	Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors

V. Community Leadership

	Needs Improvement	Developing	Successful	Distinguished
Works collaboratively with sponsoring VCOE and neighborhood schools & district	Fails to communicate with sponsoring VCOE, is adversarial in dealing with sponsoring agency or neighborhood schools & district	Diligently responds to requests for information from sponsoring VCOE staff and neighborhood schools & district	Proactively reaches out to district and neighborhood schools to establish harmonious relationships	Proactively reaches out to district and neighborhood schools to establish harmonious relationships; takes a leadership role in the local education community
Engages parents in their students' school experience	Fails to communicate with parents about school events and opportunities for engagement; is adversarial or negative in dealing with parents; does not convene an Parent Advisory Council	Regularly communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is professional in interactions with parents; encourages teachers to engage parents	Uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes PAC on routine action items	Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; uses the PAC to solve issues within the school community
Develops positive relationships with community groups and leaders	Fails to communicate with local community groups; is adversarial in dealing with requests from the community; isolates the school	Diligently responds to requests from community groups; solicits support from key community groups and leaders	Proactively reaches out to local community groups and leaders and engages them in the work of the school	Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community
Is an advocate for BRIDGES in the community	Is negative about the organization	Is positive about BRIDGES when provided an opportunity to speak; clearly articulates BRIDGES's core vision, mission and values	Finds opportunities to speak positively about BRIDGES; clearly articulates BRIDGES's core vision, mission, values, and strategies	Inspires support for BRIDGES through own enthusiasm; is evangelical about BRIDGES's work; clearly articulates BRIDGES's core vision, mission, values, and strategies

VI. Problem Solving

	Needs Improvement	Developing	Successful	Distinguished
Acts in a principle-centered way	Makes decisions in an unethical way with little thought to broader consequences; displays a lack of personal integrity	Refers to BRIDGES or personal values in making decisions; is thoughtful about setting a good example	Consistently behaves in a way consistent with BRIDGES values; displays a high degree of personal integrity	Unerringly models BRIDGES values and personal integrity
Makes good decisions	Makes irrational decisions in an uninformed, careless way	Consistently collects and analyzes data, considers alternatives, predicts and evaluates consequences, and takes appropriate action	Consistently makes sound decisions; uses a rational decision-making process; informs and engages others effectively and appropriately	Makes excellent decisions using a good process even under unusual pressure
Demonstrates initiative and follow-through utilizing data	Is completely reactive; is unwilling to do more than the bare minimum; fails to follow through with commitments; fails to anticipate obvious obstacles and denies obvious early signs of problems	Takes initiative to respond to problems or obstacles; follows through diligently with plans and promises; recognizes early signs of problems through the use of data and creates short term plans to address problems	Creates and implements short plans, long-term plans and systems to avoid problems and achieve school goals; is persistent in solving a Problem or fulfilling a commitment; consistently uses data to measure success	Engages staff in creating short plans, long term plans and systems to achieve school and organization's objectives; uses data to inform the plan and measure success; exerts exceptional effort; is motivated and persistent to achieve the end result
Manages ambiguity well	Is completely uncomfortable with ambiguous situations; makes unrealistic demands on others to resolve ambiguity	Has come to terms with the ambiguity of an entrepreneurial environment; creates structure for self and others as needed	Is comfortable with ambiguity; creates structure for self and others as needed; is flexible in responding to changing circumstances	Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly
Seeks outside support when appropriate	Either relies completely on the rescue of others or insists on acting completely independently	Seeks support from Home Office in times of distress or uncertainty	Seeks support from Home Office when appropriate; identifies other sources of support as needed	Proactively anticipates need for outside support
Is reflective	Resists reflecting on own work; closed to learning about self and own development needs	Reflects on own work when prompted; is aware of own strengths and weaknesses; reflects with the intent to improve	Creates time to reflect independently; is aware of own strengths and weaknesses; reflects with the intent to improve	Uses a variety of strategies to embed reflection and continuous improvement into own daily work; uses own reflection as a model to encourage others to learn and grow

Staff Member Summary

Progress Against Goals/Self-Assessment
Summary of results achieved during the review period through performance aligned with BRIDGES mission and vision

Staff Member's Strengths Summarize the strengths that contributed to your performance (up to 3).	Staff Member's Development Areas Summarize the development areas that could improve your performance (up to 3).