Candidate_____School District _____

District Supervisor_____ University Supervisor_____

Mark each characteristic below with one of the following levels of competence: 5 – Exemplary; 4 – Competent; 3 – Acceptable; 2 – Unacceptable; 1 – Not attempted; 0 – Not observed
Circle appropriate comments below and add written comments as needed, identifying them with I or II to indicate when observed.

QUALITIES	ELCC Standards	Observation I	Observation II
PERSONAL			
1. Appearance: dresses appropriately; well groomed; nice posture	IS – 1		
2. Demeanor: poise; patience; enthusiasm; sense of humor; tact; sensitivity toward others' feelings and opinions	IS – 1, 10		
3. Speech: uses correct grammar; articulates clearly; uses appropriate volume	IS – 1		
4. Attendance: never, rarely, occasionally, or frequently absent; on time	IS - 1		
VISION			
5. Develop: Candidate reflects an understanding of developing a district vision of learning	1.1		
6. Articulate: Candidate can articulate the district vision of learning	1.2		
7. Implement: Candidate reflects an understanding of implementing a district vision of learning	1.3		
8. Steward: Candidate reflects an understanding of the role of a superintendent as a steward of the district vision of learning	1.4		
9. Promote: Candidate reflects an understanding of the importance of promoting community involvement in the district vision	1.5		
STUDENT SUCESS			
10. Culture: Candidate is knowledgeable and processes the ability to promote the success of all students by promoting a positive district culture	2.1		
11. Instruction: Candidate reflects an understanding of how to provide effective instructional programs within the district	2.2		
12. Student Learning Candidate reflects an understanding of how to apply best practices to promote student learning	2.3		
13. Professional Plans: Candidate reflects an understanding of how to design comprehensive professional growth plans	2.4		
MANAGE			
14 Organization: Candidate reflects an understanding of managing the district organization e	3.1		
15. Operations: Candidate reflects an understanding of managing the district operations	3.2		
16. Resources: Candidate reflects an understanding of managing the district resources	3.3		
COMMUNITY			
17. Collaborate: Candidate reflects an understanding of the importance of collaborating with families and other community members	4.1		
18. Respond: Candidate4s demonstrates an understanding of appropriate responses to community interests and needs	4.2		
19. Resources: Candidate reflects an understanding of how to mobilize community resources	4.3		
DISPOSITIONS			
20. Integrity: Candidates demonstrates the ability to act with integrity	5.1		
21. Fairly: : Candidates demonstrates the ability to act fairly	5.2		
22. Ethically: : Candidates demonstrates the ability to act ethically	5.3		
LARGER EDUCATIONAL CONTEXT			
23. Understand: Candidate reflects an understanding of the larger political, social, economic, legal, and cultural educational context	6.1		
24. Respond: Candidate reflects an understanding of how to respond to the larger political, social, economic, legal, and cultural educational context	6.2		
25 Influence: Candidate reflects an understanding of how to influence the larger political, social, economic, legal, and cultural educational context	6.3		
GRADE: See important grading guidelines on the back of this form.	Enter Grade	%	%

COMMENTS: Observation I	COMMENTS: Observation II	Observation 1
		_____ Evaluator's Signature Date **Observation 2** _____ Evaluator's Signature Date

Definition of Terms:

5 – Exemplary: Candidate uses this skill consistently with a high degree of competence and confidence.
4 – Competent: Candidate uses this skill appropriately and competently.
3 – Acceptable: Candidate is beginning to incorporate this skill in their repertoire.
2 – Unacceptable: Candidate has not yet developed or used this skill.
1 – Not Attempted: Candidate did not attempt to use this skill.
0 – Not Observed

Justification: (Explain 5 or 2 – comments)

When an evaluator determines that the candidate should receive a 5 – Exemplary rating or a 2 – Unacceptable rating, the evaluator must provide written documentation either on the front of the evaluation form or on an attachment to the evaluation form explaining the rationale for the rating.

Point Scale:

Each category will be assigned a rating (5, 4, 3, 2, 1, or 0). The rating for each category will be totaled and divided by the number of categories that have been observed and rated (0 – Not Observed should not be included in the total number of categories.) For example, 25 x 4 equals 100 points. This total (100) should be divided by 25 to get the percentage grade. If only 24 categories were scored, and one category was Not Observed, the total points would be divided by 24.   See the following for the scale of percentage grades.

5.0 = 100	4.5 = 95	4.0 = 90	3.5 = 85	3.0 = 80	2.5 = 75	2.0 = 70	1.5 = 65	1.0 = 60
4.9 = 99	4.4 = 94	3.9 = 89	3.4 = 84	2.9 = 79	2.4 = 74	1.9 = 69	1.4 = 64	
4.8 = 98	4.3 = 93	3.8 = 88	3.3 = 83	2.8 = 78	2.3 = 73	1.8 = 68	1.3 = 63	
4.7 = 97	4.2 = 92	3.7 = 87	3.2 = 82	2.7 = 77	2.2 = 72	1.7 = 67	1.2 = 62	
4.6 = 96	4.1 = 91	3.6 = 86	3.1 = 81	2.6 = 76	2.1 = 71	1.6 = 66	1.1 = 61	