

Vice Principal Evaluation Crosswalk

Edu-Master (Edumet) Evaluation Instrument	Performance Standard Evaluation Instrument
Section A – Administrative and Professional Responsibilities	
1. Accepts Criticism	E2: Grows Professionally <ul style="list-style-type: none"> • Maintains personal professional development
2. Shows initiative	E2: Grows Professionally <ul style="list-style-type: none"> • Contributes to the profession
3. Has Positive Record of Attendance and Punctuality	E1: Maintains Positive Relations with District and Community <ul style="list-style-type: none"> • Maintains positive relations with District personnel
4. Delegates Authority Effectively	A3: Maximizes Human Potential <ul style="list-style-type: none"> • Maximizes potential
5. Provides Positive Leadership	A1: Establishes a Shared Vision of Success <ul style="list-style-type: none"> • Reinforces Core Beliefs • Guides staff to a shared vision • Establishes goals and clarifies purpose A3: Maximizes Human Potential <ul style="list-style-type: none"> • Maximizes potential • Inspires staff
6. Provides for the Health and Safety of Students	D3: School Climate <ul style="list-style-type: none"> • Maintains a safe and orderly learning environment
7. Is Receptive to New Ideas	A2: Leads Change <ul style="list-style-type: none"> • Leads Change E2: Grows Professionally <ul style="list-style-type: none"> • Maintains personal professional development • Contributes to the profession
8. Involves Staff in Decision-making	C1: Develops Staff <ul style="list-style-type: none"> • Develops leadership capacity C2: Facilitates Individual Growth <ul style="list-style-type: none"> • Facilitates individual growth of teachers
9. Submits Reports which are Accurate, Complete, Objective and On Time	D1: Manages Resources Effectively <ul style="list-style-type: none"> • Manages personnel and material resources D2: Time Management <ul style="list-style-type: none"> • Manages individual time well
10. Maintains Adequate Reports and Records on Students and Interprets Them Accurately	D1: Manages Resources Effectively <ul style="list-style-type: none"> • Manages personnel and material resources D2: Time Management <ul style="list-style-type: none"> • Develops effective school and class schedules
11. Attends Required Meetings Regularly	D2: Time Management <ul style="list-style-type: none"> • Manages individual time well
12. Is Punctual at Meetings	D2: Time Management <ul style="list-style-type: none"> • Manages individual time well

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13. Ensures Proper Communication and Articulation In and with the Schools	E1: Maintains Positive Relations with District and Community <ul style="list-style-type: none"> • Maintains positive relations with District personnel
14. Promotes Constructive Relationships Between the School, District, and the Community	E1: Maintains Positive Relations with District and Community <ul style="list-style-type: none"> • Maintains positive relations with District personnel • Builds positive relations with parents and school stakeholders
15. Plans for the Efficient Operator of the School Plant	C3: Hires Quality Staff <ul style="list-style-type: none"> • Recruits and hires effective teachers • Retains proficient teachers D1: Manages Resources Effectively <ul style="list-style-type: none"> • Manages personnel and material resources • Aligns budget with instructional program and professional development D3: School Climate <ul style="list-style-type: none"> • Maintains a safe and orderly learning environment
16. Effectively Maintains School Plants with School Plant with the Resources Available	D1: Manages Resources Effectively <ul style="list-style-type: none"> • Manages personnel and material resources • Aligns budget with instructional program and professional development D3: School Climate <ul style="list-style-type: none"> • Maintains a safe and orderly learning environment
Section B – Instructional Supervision	
1. Visits Classrooms Regularly	B2: Improves the Quality of Instruction <ul style="list-style-type: none"> • Provides effective instructional feedback • Improves the quality of instruction • Conducts effective formal observations and evaluation
2. Plans with Appropriate Staff for More Effective Teaching	B2: Improves the Quality of Instruction <ul style="list-style-type: none"> • Provides effective instructional feedback • Improves the quality of instruction B3: Provides for Assessment of Instruction <ul style="list-style-type: none"> • Ensures student proficiency is progress-monitored and accurately assessed
3. Assists Staff in Using Community Resources	B1: Maintains a Comprehensive Program of Instruction <ul style="list-style-type: none"> • Establishes a standards-based and aligned curriculum

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	<ul style="list-style-type: none"> • Helps staff understand and learn what great looks like • Develops a program of instruction that meets the needs of all students
4. Assists Staff in Providing a Classroom Atmosphere Conducive to Good Learning	<p>B1: Maintains a Comprehensive Program of Instruction</p> <ul style="list-style-type: none"> • Establishes a standards-based and aligned curriculum • Helps staff understand and learn what great looks like • Develops a program of instruction that meets the needs of all students <p>B3: Provides for Assessment of Instruction</p> <ul style="list-style-type: none"> • Ensures student proficiency is progress-monitored and accurately assessed
5. Encourages Students to Respect the Rights, Properties and Opinions of Others	<p>D3: School Climate</p> <ul style="list-style-type: none"> • Maintains a safe and orderly learning environment
6. Understands and Respects Students and Individuals	<p>A4: Demonstrates Other Leadership Skills</p> <ul style="list-style-type: none"> • Communicates well and practices sense-making <p>D3: School Climate</p> <ul style="list-style-type: none"> • Maintains a safe and orderly learning environment
Section C – Personal Traits	
1. Maintains a Personal Appearance Which is Neat and Appropriate	
2. Speaks Clearly	<p>A4: Demonstrates Other Leadership Skills</p> <ul style="list-style-type: none"> • Communicates well and practices sense-making
3. Exhibits Manner, Speech and Poise Which are in Keeping with the Professional Image of the Position	<p>A4: Demonstrates Other Leadership Skills</p> <ul style="list-style-type: none"> • Communicates well and practices sense-making • Makes effective decisions
4. Confers Privately with Staff Members Whose Performance is Not Acceptable	<p>C2: Facilitates Individual Growth</p> <ul style="list-style-type: none"> • Facilitates individual growth of teachers
5. Maintains Confidentiality	<p>E1: Maintains Positive Relations with District and Community</p> <ul style="list-style-type: none"> • Maintains positive relations with District personnel

Non-Tenured Classroom Teacher Evaluation Crosswalk

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Section One – Classroom Organization and Management	
1. Prepares Lessons Well	1b. Curriculum and Assessment Alignment 1b. Lesson and/or Unit Design 1c. Lesson Objective 1c. Understanding of Lesson 1c. Plans for DOL's
2. Demonstrates Knowledge of Content	1b. Content Knowledge
3. Provides Instructional Objective	1c. Lesson Objective 1c. Understanding of Lesson 1c. Plans for DOL's
4. Provides Coherent Sequence of Instruction During the Class Period	3b. Instructional Delivery 3d. Lesson Sequence and Pacing
5. Provides for Summary of Lesson Activity	3a. Purposeful Closure
6. Documents and Maintains Accurate Records	3g. Grading and Reporting Student Learning 7a. Legal and Professional Responsibilities 7a. Compliance 7a. Confidentiality
7. Assigns Homework and/or Class Assignment in an Organized Method Where Appropriate	3b. Selection of Instructional Strategies 3g. Homework
Section Two – Curriculum and Instruction Practices	

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1. Follows Curriculum Timelines and Benchmarks	1b. Lesson and/or Unit Design 3d. Lesson Sequence and Pacing
2. Uses Classroom and District Assessment Results for Instructional Planning	2b. Assessment Methods 2b. Classroom Assessments 2b. Common Assessments
3. Uses Available Technology to Enhance Instruction Where Applicable	3f. Technology Integration
4. Cares for Physical Condition of the Room	5a. Physical Resources
5. Provides an Environment for Learning (Social Control)	5a. Rules and Regulations 5a. Safe & Organized Environment
6. Uses the District Resources Effectively	5a. Physical Resources
Section Three – Teaching Techniques	
1. Helps Students Express Their Thinking in Oral or Written Form Effectively	3c. Multiple Response Techniques 3c. Class Discussions 3d. Questioning Strategies 5b. Learning Experiences and Activities
2. Provides Opportunities for Students to Use Critical Thinking Skills	3d. Questioning Strategies 3f. Skills of a 21 st Century Learner
3. Helps Students Acquire and Use Study Skills	2c. Student Self-Monitoring 3b. Selection of Instructional Strategies
Section Three – Teaching Techniques (continued)	
4. Provides for Individual Needs	4a. Differentiation Techniques 4a. Differentiates for Learning Styles and Abilities 4b. Response to Intervention 4b. Intervention Implementation 4c. Plan for Special Learning Needs 4c. Individual Student Plans
5. Utilizes Interdisciplinary Approach to Instruction Where Appropriate	1b. Lesson and/or Unit Design 5b. Learning Experiences and Activities
6. Uses Correct English	3b. Directions and Expectations 7c. Communication
Section Four – Professional Relationships	
1. Cooperation with Staff Members and Administrators	6a. Collegial Partnerships
2. Evidence of Professional Meetings and Conferences	6b. PLC Participation 6b. Professional Inquiry 6b. Professional Learning
3. Accepts Constructive Suggestions	6b. Professional Learning 6c. Mentorship and Peer Feedback
4. Effectiveness in Relating to Parents	7c. Communication

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5. Demonstrates Skill in Motivating Interest and Holding Attention	3c. Active Engagement 3e. Relevance for Students
6. Teacher-Pupil Rapport	5e. Teacher-to-Student Interactions 5e. Tolerance and Respect for Diversity 7c. Communication
Section Five – Personal Traits	
1. Professional Appearance	
2. Initiative, Innovative, Resourcefulness	1b. Lesson and/or Unit Design 4a. Differentiation Techniques 4a. Differentiates for Learning Styles and Abilities
3. Adaptability	1b. Lesson and/or Unit Design 4a. Differentiation Techniques 4a. Differentiates for Learning Styles and Abilities
4. Self-control, Poise	7c. Professional Composure
5. Social Sensitivity	7b. Respectful Workplace 7c. Conflict Resolution and Decision Making
6. Regularity of Attendance; Punctuality	7a. Compliance

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Tenured Evaluation <ul style="list-style-type: none"> • Four Sections <ul style="list-style-type: none"> ○ 23 Indicators Non-Tenured Evaluation <ul style="list-style-type: none"> • Five Sections <ul style="list-style-type: none"> ○ 31 Indicators 	Tenured/Non-tenured Evaluation <ul style="list-style-type: none"> • 7 Performance Standards <ul style="list-style-type: none"> ○ 81 Indicators