

Performance Evaluation for: _____ Date: _____

ADMINISTRATOR EVALUATION FORM

Listed below are statements designed to suggest criteria references from which to judge the evaluatee's performance, to serve as the basis for discussion in pre-evaluation conferences, to provide an inventory from which to develop commendation, to identify concerns, and to make suggestions for remediation during the evaluation conferences. Each section is rated on a 4-point scale: Ineffective (I), Minimally Effective (ME), Effective (E), Highly Effective (HE).

PERSONAL AND PROFESSIONAL CHARACTERISTICS

1. Leadership

I ME E HE

This quality is evidenced by the person who:

- Is recognized as the real leader of the school or unit.
- Demonstrates an ability to gain followers committed to the mission and objectives of the organization.
- Knows when to delegate and share decision-making authority effectively.
- Effectively gives and receives cues to/from the staff and school community.
- Generates confidence through quality decisions.

2. Level of Professional Awareness

I ME E HE

This quality is characterized by the person who:

- Is knowledgeable about current developments in education.
- Appreciates job-related problems and issues.
- Is willing to consider alternative solutions to day-to-day problems.
- Is recognized as an informed professional by peers, superiors, and subordinates.
- Participates in staff development activities for his/her personal improvement.
- Evidences appreciation for innovative programs and procedures.

3. Professional Standards and Ethics

I ME E HE

This quality is characterized by the person whose:

- Decisions reflect an appreciation for that which is professionally sound rather than expedient.
- Personal demeanor is professionally appropriate rather than self-serving.
- Expectations of self, staff, and students are equally demanding and appropriate.

- Reputation among colleagues and subordinates is that of a person with high professional standards.

4. Communication Skills

I ME E HE

This quality is evidenced by the person who:

- Has the ability to listen, understand, and appreciate.
- Is effective in both oral and written expression.
- Is sensitive to the circumstances of communications.
- Has an appreciation for both formal and informal communication channels.
- Demonstrates an ability to receive and send messages appropriate for the issues and the situation.

5. Resourcefulness, Creativity, and Innovativeness

I ME E HE

These qualities are evidenced by a person who:

- Is willing to develop and apply new solutions to existing problems.
- Demonstrates an ability to “get the job done” regardless of resource limitations.
- Is successful in the implementation of imaginative programs and procedures.
- Is sought out by the staff because of his/her ability to resolve difficult situations.

6. Personality

I ME E HE

This characteristic is evidenced by the person who:

- Is open, friendly, and empathic.
- Has a mature sense of humor.
- Is receptive to the suggestions of others regardless of their place in the organization.
- Is sought out as an individual resource in both formal and informal discussions.
- Is fair minded and consistent in his/her postures and reaction.

7. School Community Acceptance

I ME E HE

This quality is evidenced by the person who:

- Is recognized and appreciated as the appropriate representative of the school by patrons, students, and colleagues.
- Participates in the activities and events of the community.
- Is recognized as a leader by civic and youth-related groups of the community.
- Demonstrates understandings and appreciations for the expectations of the school setting and community.
- Has effective rapport with most constituencies of the school community.

8. Demeanor, Appearance and Style

I ME E HE

These qualities are evidenced by the person who:

- Dresses and behaves in a manner appropriate for his/her position.
- Has the bearing and manner appropriate for a person in his/her role.
- Demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues and students.
- Has achieved a balance between self-confidence and humility appropriate for the job and situation.
- Is an effective model for those with whom he/she works.

9. Professional Preparation

I ME E HE

This requisite is evidenced by a person who:

- Has the professional credentials appropriate for the position.
- Demonstrates the job-related skills necessary for his/her position.
- Actively pursues staff development activities for the purpose of his/her job improvement.
- Has had a variety of relevant professional experiences.
- Has achieved success and honors in the areas of scholarship, the arts, or other areas relevant to the job.

ADMINISTRATIVE PROCESSES

10. Decision Maker

I ME E HE

Effectiveness in this area is demonstrated by:

- The timeliness, appropriateness, and firmness of decisions.
- The consistency of decision direction(s).
- An ability to support decision with relevant and valid information.
- Evidence of systematic processes for examining alternatives in arriving at decisions.
- Effectively sharing decision-making responsibilities with staff when appropriate.
- Quality decision appropriate for the circumstances and consistent with school policy.

11. Planner and Organizer

I ME E HE

Effectiveness in this area is demonstrated by:

- An ability to anticipate the issues, problems, and needs of the school.
- Purposeful and systematic approaches to problems.
- An ability to anticipate the consequences of issues, problems, and decisions.
- The efficient use and management of time.
- Operating procedures that identify the outcome, procedures, time, persons, and resources appropriate for the purposeful school activities.
- Goal oriented behaviors.
- Prepared agendas for the meetings of all groups for which he/she is responsible.

12. Supervisor

I ME E HE

Effectiveness in this area is evidenced by:

- A helping posture toward those supervised.
- An ability to demonstrate desired behaviors to those supervised.
- An ability to diagnose the concerns and problems of those supervised.
- The ability to communicate expectations to those supervised.
- A willingness to recognize, acknowledge, and reward quality performances among those supervised.
- An ability to balance coordination and direction among those supervised.

13. Evaluator

I ME E HE

Effectiveness in this area is evidenced by:

- Valid judgments of the quality of personnel performances.
- Demonstrated commitment to the importance of evaluation in personnel, program, and planning activities.
- The systematic consideration and evaluation of alternatives in the decision-making processes.
- The systematic collection and sharing of information necessary to determine school needs as well as to support professional postures.
- A knowledge of the potential uses of standardized measures of student performance for evaluation purposes.
- An ability to apply formative (in process) and summative (post process) judgments of needs, problems, achievements, and resolutions about personnel and programs.

14. Policy Initiator

I ME E HE

Effectiveness in this area is evidenced by:

- An appreciation of the need for programmed policy oriented decision for organizational efficiency and consistency.
- The ability to anticipate and identify policy needs for his/her school position.
- Effectively involving board, staff, and clients in the process of policy development.
- An ability to propose policy statements characterized by credibility and generalizability.

15. Policy Implementer

I ME E HE

Effectiveness in this area is evidenced by:

- A thorough knowledge of the policies and procedures relevant to his/her position.
- The consistent and reasonable application of school policy.
- A person who views policy as a means rather than an end, thus accommodates exceptions as necessary to accomplish school purposes effectively.
- A person who demonstrates a personal commitment to school policy as well as insists upon its application to others.
- The communication of policy expectations with lead time sufficient to ensure knowledge thereof prior to its enforcement.

16. Crisis Manager

I ME E HE

Effectiveness in this area is evidenced by:

- The ability to cope with exigencies in a rational, unemotional, and purposeful manner.
- A willingness to share the responsibility for coping with school crises.
- An ability to deal with crises in a manner that minimizes stress and hostility among those involved.
- Meeting crises in a straight forward and professional manner, thereby sharing personal anticipations of impending exigencies with colleagues including superiors, subordinates, and clients.
- Effectively utilizing community authorities and resources in the resolution of crises.

JOB PERFORMANCE

17. The Curriculum-Instructional Program

I ME E HE

Success in implementing this function requires:

- An awareness of current developments in curriculum/instructional areas in the school.
- Leadership in the process of selecting instructional materials including textbook adoption procedures.
- A knowledge about the use of available curriculum resources.
- Leadership in establishing and revising the nature, scope, and sequence of curricular offerings and courses.
- The coordination of curriculum development activities.
- The establishment and maintenance of expectations for learner achievement.
- The implementation of the requisites of accrediting agencies - state and regional.
- Effectiveness in preparing class schedules.

18. Faculty and Staff Personnel

I ME E HE

Success in implementing this function requires:

- Demonstrated competence in the recruitment, selection, orientation, and assignment of personnel.
- An ability to design, to choose, and to implement inservice training activities for purposes of staff development.
- The effective evaluation of personnel.
- Effectiveness in bargaining with personnel associations and groups.
- The administration of the contract in a manner to assure due process and minimal personnel problems.
- Competence in the receiving, hearing, and resolving of personnel concerns and grievances.
- Efficiency in scheduling and directing staff meetings.

19. Student Personnel

I ME E HE

Success in implementing this function requires:

- The effective orientation of the students.
- The maintenance of desired standards of student behavior.
- Effectiveness in coping with student behavior problems.
- The development and implementation of procedures for monitoring and reporting student attendance and tardies.
- Effective counseling and advising of students and parents.

- The administration of school policies to ensure due process to all concerned.
- The maintenance of a comprehensive program of student services including guidance, health, food, transportation, accounting, and admission/orientation.

20. Student Activity Program

I ME E HE

Success in implementing this function requires:

- The effective day-to-day supervision of the extracurricular activity program.
- The enforcement of the regulations of the state activity association.
- The preparation and monitoring of the school activity calendar.
- The satisfactory resolution of the problems that arise from the activity program.
- The effective maintenance of approved budgeting/accounting procedures for student activity funds.
- Leadership in implementing the extracurricular program including attending and sponsoring appropriate student activities.
- The effective recruitment, selection, and assignment of activity sponsors.
- The maintenance of a balanced activity program in terms of breadth of offerings and student participation in the various offerings.

21. School Plant and Facilities

I ME E HE

Success in implementing this function requires:

- Effective planning and supervising of the maintenance of school facilities.
- Efficient scheduling and use of school facilities.
- The identification, proposal, and planning of construction needs.
- The achievement of effective security and emergency evacuation procedures.
- Effectiveness in planning and implementing transportation procedures and resolving related problems.

22. Fiscal Management

I ME E HE

Success in implementing this function requires:

- Effective direction and monitoring of fiscal/accounting procedures as prescribed by the board, state agencies, and the administrative offices.
- The effective administration of the school budget.
- The efficient preparation, monitoring, and implementation of budget requests.
- An ability to secure adequate financial resources and support.

23. School-Community Relations

I ME E HE

Success in implementing this function requires:

- The effective communication with relevant school constituencies.
- An ability to interpret the school and its programs to the community.
- Good working relationships with the school board or directors.
- The reception, accommodation, and resolution of the concerns and grievances of the school community.
- Good working relationships with the news media.
- Effective interaction with the community agencies, including the school board, patrons, faculty, support staff, businesses, and service groups.
- Participation within the community through its clubs, organizations, churches, etc.

STUDENT GROWTH

24. Demonstrate student growth in all disciplines for the Building and/or District.

I ME E HE

Success in implementing this function requires:

- Academic achievement (on pace toward 1 year of growth for 1 year of instruction).
- Assessment data for the aggregate demonstrates student growth in the majority.
- Assessment data for the aggregate demonstrates improved proficiency in all disciplines.
- Assessment data for the disaggregate (i.e., students with IEPs, economically disadvantaged, ethnicity, gender, and accelerated learners) demonstrates improved proficiency in all disciplines.

25. Demonstrate student growth in applicable SIP and DIP Goals.

I ME E HE

Success in implementing this function requires:

- Assessment data for the aggregate demonstrates student growth with our School/District Improvement Goals for the majority.
- Assessment data for the disaggregate (i.e., students with IEPs, economically disadvantaged, ethnicity, gender, and accelerated learners) demonstrates improved performance in our School/District Improvement Goals.

PERSONAL/PROFESSIONAL CHARACTERISTICS:

I ME E HE

ADMINISTRATIVE PROCESSES:

I ME E HE

JOB PERFORMANCE:

I ME E HE

STUDENT GROWTH:

I ME E HE

OVERALL:

I ME E HE

CONTRACT RECOMMENDATION:

2 YEAR

1 YEAR

NON-RENEWAL

(Narrative may be attached providing detail on performance and goals rating.)

ADMINISTRATOR (Signature indicates copy received.)

EVALUATOR Signature

DATE