

Principal/Supervisor/Director Evaluation Instrument

Date Reviewed: _____

Administrator: Signature _____

Evaluator: Signature _____

Period of Evaluation: From: _____ To: _____

Evaluation Summary: Satisfactory Unsatisfactory

Summary Comments:

Recommendation of Evaluator:

Performance Rating Scale

EE Exceeds Expectations

ME Meets Expectations

NI Needs Improvement

NA Not Applicable

LEADERSHIP BEHAVIOR

Leadership – Develops a shared vision to achieve collective aims. Develops and facilitates meaningful opportunities for professional growth.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Leadership Criteria: |
|----|----|----|----|---|
| | | | | 1. Promotes application of best practices for instruction and assessment (work of department). |
| | | | | 2. Establishes a positive school (department) climate and a supportive environment where appropriate change can occur. |
| | | | | 3. Models behavior expected of staff. |
| | | | | 4. Is aware of the details and undercurrents in the running of the school (department) and uses this information to address current and potential problems. |
| | | | | 5. Meets deadlines in a timely and accurate manner. |
| | | | | 6. Delegates responsibilities and monitors assigned tasks |
| | | | | 7. Uses good judgment and takes responsibility for actions |
| | | | | 8. Understands and follows district policies and procedures. |
| | | | | 9. Engages in ongoing professional growth. |
| | | | | 10. Adjusts and extends schedule as needed to provide supervision and visibility to all constituents. |

Leadership Comments:

STUDENT ACHIEVEMENT/INSTRUCTIONAL PROCESS/EVALUATION

Student Achievement/Instructional Process/Evaluation – supports and coordinates efforts to improve student achievement and the instructional/evaluation process

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Student Achievement/Process/Evaluation Criteria: |
|----|----|----|----|---|
| | | | | 1. Uses data to monitor student achievement (department performance). |
| | | | | 2. Provides appropriate resources/staff development to support student achievement. |
| | | | | 3. Monitors curriculum (work of department) to ensure that all district, state, and federal guideline are met. |
| | | | | 4. Demonstrates knowledge of current curriculum, instruction and assessment practices. |
| | | | | 5. Knows provisions of contracts, respects contract boundaries, and holds employees accountable for fulfilling contractual obligations. |
| | | | | 6. Evaluates staff according to contract/district guidelines |

Student Achievement/Instructional Process/Evaluation Comments:

PROBLEM SOLVING/ DECISION MAKING/ COMMUNICATION

Problem Solving/ Decision Making/ Communication – Uses a variety of strategies to clarify and analyze problems and to make decisions. Supports open and clear communication among individuals and groups throughout the district and the school community.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Problem Solving, Decision Making/Communication Criteria: |
|----|----|----|----|--|
| | | | | 1. Recognizes and addresses problems, promptly and directly. |
| | | | | 2. With consideration for the entire school community, makes decisions based on what is best for students. |
| | | | | 3. Written and oral communications are clear and concise. |
| | | | | 4. Initiates communication and is sensitive to the different communication needs of varied constituencies. |
| | | | | 5. Makes a conscious effort not to personalize situations. |
| | | | | 6. Understands when to make decisions alone and when and from whom to seek assistance. |
| | | | | 7. Maintains positive working relationships with other principals and supervisors. |
| | | | | 8. Knows policies of district, communicates them to others, and uses them to inform building/department decision making. |
| | | | | 9. Communication is appropriate to organizational position as established by Board policy. |

Problem Solving, Decision Making/Communication Comments:

STAFF SUPPORT

Staff Support – Manages materials, resources, and assistance to support teaching and learning.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Staff Support Criteria: |
|----|----|----|----|--|
| | | | | 1. Appropriately manages resources and materials in the school (department). |
| | | | | 2. Demonstrates supportive attitude, respect and dignity towards staff members. |
| | | | | 3. Responds to professional needs of teachers (staff). |
| | | | | 4. Receives support from building advisory committee. |
| | | | | 5. Works to establish cooperative relationship with union representatives and other teacher (staff) leaders. |
| | | | | 6. Demonstrates an awareness of the personal aspects of teachers and staff. |
| | | | | 7. Has gained and maintains the acceptance and respect of staff. |

Staff Support Comments:

STUDENT RELATIONSHIPS

Student Relationships – Establishes and maintains open and productive relations between the students and the school community.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Student Relationships Criteria: |
|----|----|----|----|---|
| | | | | 1. Follows the student code of conduct in handling student discipline. |
| | | | | 2. Treats all students with dignity and respect. |
| | | | | 3. Is professional in communications and interactions with students. |
| | | | | 4. Is visible to students in instructional and non-instructional settings and is known by students. |

Student Relationships Comments:

SUPPORT SERVICES AND PROGRAMS

Support Services and Programs – Implements and supports the District’s Support Services and Programs available to the classroom teacher.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Support Services and Programs Criteria: |
|----|----|----|----|---|
| | | | | 1. Is knowledgeable about the district’s compensatory programs (Title I, 31a, Migrant) and the school’s responsibilities in implementing such programs. |
| | | | | 2. Participates in appropriate district committees. |
| | | | | 3. Monitors assessment, placement, and services for students. |
| | | | | 4. Attends I.E.P.C. meetings, reviews documents, and uses expertise of Director of Special Education for advice and support. |

Support Services Comments:

SCHOOL IMPROVEMENT PLANNING

School Improvement Planning – Understands the School Improvement Plan; initiates and implements collaboratively developed strategies for continuous improvement.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | School Improvement Planning Criteria: |
|----|----|----|----|---|
| | | | | 1. Promotes a climate for continuous improvement. |
| | | | | 2. Utilizes planning techniques, goal setting and innovations to improve student achievement. |
| | | | | 3. Involves constituents in the planning process (e.g. parents, teachers, and other staff members). |
| | | | | 4. Establishes clear goals and keeps these goals in the forefront of the school's attention. |
| | | | | 5. Demonstrates ability to follow-through on improvement initiatives, providing support and leadership to ensure full implementation. |
| | | | | 6. Meets district, state, NCA, and federal mandates for planning. |

School Improvement Planning Comments:

FISCAL MANAGEMENT

Fiscal Management - Understands, communicates and implements the building budget.

Overall Standard Rating Exceeds Expectations (EE) Meets Expectations (ME)
 Needs Improvement (NI) Not Applicable (NA)

| EE | ME | NI | NA | Fiscal Management Criteria: |
|----|----|----|----|---|
| | | | | 1. Understands overall financial situation of district and communicates knowledge of the situation with staff. |
| | | | | 2. Develops building (department) budget with staff input. |
| | | | | 3. Knows and monitors building (department) line items. |
| | | | | 4. Follows established financial procedures (e.g. no purchase is initiated without first obtaining a purchase order, including designation of line item for expense) and works with staff to be sure such procedures are followed building (department) wide. |
| | | | | 5. Monitors expenses and institutes cost-effective practices in the management of all school funds. |
| | | | | 6. Seeks out resources for support of the schools (departments) program. |
| | | | | 7. Uses existing and seeks to develop additional cost effective shared services relationships (e.g. use of REMC bids for purchasing and ISD cooperative services). |
| | | | | 8. Promotes efficient use of energy and supports work of energy education initiative. |

Fiscal Management Comments:

