**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). |
|  |  |  |  | 1. Establishes a positive school (department) climate and a supportive environment where appropriate change can occur. |
|  |  |  |  | 1. Models behavior expected of staff. |
|  |  |  |  | 1. Is aware of the details and undercurrents in the running of the school (department) and uses this information to address current and potential problems. |
|  |  |  |  | 1. Meets deadlines in a timely and accurate manner. |
|  |  |  |  | 1. Delegates responsibilities and monitors assigned tasks |
|  |  |  |  | 1. Uses good judgment and takes responsibility for actions |
|  |  |  |  | 1. Understands and follows district policies and procedures. |
|  |  |  |  | 1. Engages in ongoing professional growth. |
|  |  |  |  | 1. 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). |
|  |  |  |  | 1. Provides appropriate resources/staff development to support student achievement. |
|  |  |  |  | 1. Monitors curriculum (work of department) to ensure that all district, state, and federal guideline are met. |
|  |  |  |  | 1. Demonstrates knowledge of current curriculum, instruction and assessment practices. |
|  |  |  |  | 1. Knows provisions of contracts, respects contract boundaries, and holds employees accountable for fulfilling contractual obligations. |
|  |  |  |  | 1. 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. |
|  |  |  |  | 1. With consideration for the entire school community, makes decisions based on what is best for students. |
|  |  |  |  | 1. Written and oral communications are clear and concise. |
|  |  |  |  | 1. Initiates communication and is sensitive to the different communication needs of varied constituencies. |
|  |  |  |  | 1. Makes a conscious effort not to personalize situations. |
|  |  |  |  | 1. Understands when to make decisions alone and when and from whom to seek assistance. |
|  |  |  |  | 1. Maintains positive working relationships with other principals and supervisors. |
|  |  |  |  | 1. Knows policies of district, communicates them to others, and uses them to inform building/department decision making. |
|  |  |  |  | 1. 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). |
|  |  |  |  | 1. Demonstrates supportive attitude, respect and dignity towards staff members. |
|  |  |  |  | 1. Responds to professional needs of teachers (staff). |
|  |  |  |  | 1. Receives support from building advisory committee. |
|  |  |  |  | 1. Works to establish cooperative relationship with union representatives and other teacher (staff) leaders. |
|  |  |  |  | 1. Demonstrates an awareness of the personal aspects of teachers and staff. |
|  |  |  |  | 1. 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. |
|  |  |  |  | 1. Treats all students with dignity and respect. |
|  |  |  |  | 1. Is professional in communications and interactions with students. |
|  |  |  |  | 1. 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. |
|  |  |  |  | 1. Participates in appropriate district committees. |
|  |  |  |  | 1. Monitors assessment, placement, and services for students. |
|  |  |  |  | 1. 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. |
|  |  |  |  | 1. Utilizes planning techniques, goal setting and innovations to improve student achievement. |
|  |  |  |  | 1. Involves constituents in the planning process (e.g. parents, teachers, and other staff members). |
|  |  |  |  | 1. Establishes clear goals and keeps these goals in the forefront of the school’s attention. |
|  |  |  |  | 1. Demonstrates ability to follow-through on improvement initiatives, providing support and leadership to ensure full implementation. |
|  |  |  |  | 1. 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. |
|  |  |  |  | 1. Develops building (department) budget with staff input. |
|  |  |  |  | 1. Knows and monitors building (department) line items. |
|  |  |  |  | 1. 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. |
|  |  |  |  | 1. Monitors expenses and institutes cost-effective practices in the management of all school funds. |
|  |  |  |  | 1. Seeks out resources for support of the schools (departments) program. |
|  |  |  |  | 1. Uses existing and seeks to develop additional cost effective shared services relationships (e.g. use of REMC bids for purchasing and ISD cooperative services). |
|  |  |  |  | 1. Promotes efficient use of energy and supports work of energy education initiative. |

Fiscal Management Comments:

COMMUNITY RELATIONS

**Community Relations –** Establishes and maintains open and productive relations between the school and its community.

**Overall Standard Rating**

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

| EE | ME | NI | NA | **Community Relations Criteria:** |
| --- | --- | --- | --- | --- |
|  |  |  |  | 1. Is responsive to and respectful of the values, interests, and concerns of parents and the community. |
|  |  |  |  | 1. Communicates with the community openly and in a timely manner. |
|  |  |  |  | 1. Solicits and encourages community involvement in the school. |
|  |  |  |  | 1. Promotes the activities of the school. |
|  |  |  |  | 1. Demonstrates understanding of political factors affecting the school community. |
|  |  |  |  | 1. Is present at extracurricular and community events. |

**Community Relations Comments:**