

ADMINISTRATION

Evaluation of Administrative Staff

The administrative organization plan of the district shall determine lines of responsibility for evaluation. By June 30 of the preceding school year, all returning administrators will have been advised of any changes in their assigned duties, including changes in their evaluator. By September 15 of each school year the superintendent shall assign a supervisor to each newly hired administrator. All administrators shall be evaluated on the basis of:

- A. The appropriate district-established administrative job description;
- B. Established evaluative criteria, when applicable; and
- C. Specific supervisor, administrator-developed goals when applicable.

The job description and specific performance goals shall serve as the focus for at least one conference held during the school year. Additional specific performance objectives may be developed jointly at the conference between the supervisor and the administrator. At the conclusion of this session or a subsequent session, the supervisor and administrator shall reach written concurrence regarding the objectives which the administrator will pursue.

Throughout the year the supervisor and administrator will maintain informal dialogue regarding the established performance objectives.

By June 30, an annual evaluation will be completed. One copy of the evaluation report shall be retained by the administrator, one copy by the supervisor and one copy shall be placed in the administrator's personnel file.

If the administrator is dissatisfied with the complete evaluation report, he or she shall have the right to a conference involving his or her evaluator and the evaluator's supervisor. The decision of the evaluator's supervisor shall determine the final content of the evaluation report. The administrator shall have the right to submit a written statement detailing any exceptions he or she may have to the final content of the evaluation report, which statement will be attached to the personnel file copy of the evaluation report.

Evaluative Criteria

As related to the administrator's assignment, the following criteria, when applicable, shall be used in the evaluation of administrative staff:

Category 1: Leadership

The administrator applies knowledge and skills of supervision to programs and staff and demonstrates the ability to inspire subordinates to grow and develop in a way that reflects acceptance of his or her leadership. The effective administrator:

- A. Assumes responsibility for the instructional program; encourages initiative and creativity in program improvement.
- B. Establishes procedures to provide appropriate staff involvement in program decisions.
- C. Cooperates with other administrators in establishing and implementing programs and goals.
- D. Assists teachers in providing for individual needs and abilities of students.
- E. Shares knowledge of desirable educational practices.
- F. Participates in school board presentations and reports as requested by the superintendent.

Category 2: Administration and Management

The administrator demonstrates responsibility in establishing an effective communicative environment which reflects openness, honesty and a high degree of mutual respect, both personal and professional. The effective administrator:

- A. Provides for prompt and courteous response to visitors, correspondence and telephone calls.
- B. Develops timely communications which enhance the understanding of the intended audience.
- C. Implements orderly procedures to facilitate communication within the building or department.
- D. Provides avenues to receive feedback.
- E. Submits reports as required.
- F. Supports district goals when dealing with the public.
- G. Conducts effective staff meetings.

The administrator demonstrates the ability to make a decision or form an opinion objectively. The administrator develops appropriate objectives. The effective administrator:

- A. Completes objectives assigned by supervisors.
- B. Completes self-selected objectives.
- C. Establishes a self-monitoring system for objective achievement.

The administrator demonstrates an interest in contributing to the accomplishment of district objectives beyond those directly related to his or her administrative unit. The effective administrator:

- A. Accepts and follows through on specific district assignments.

- B. Contributes insights and perceptions which are helpful in the achievement of district-wide goals.
- C. Cooperates with other district administrators in achieving district goals.
- D. Demonstrates support for other district administrative units.

Category 3: School Finance

The administrator takes initiative to provide staff members with an understanding of the budget process and, when practical, utilizes staff members to help establish budget priorities.

The administrator demonstrates effective utilization and control of physical and financial resources. The effective administrator:

- A. Utilizes building/department staff to maintain the facility in good conditions.
- B. Communicates clearly with other district departments about building needs that cannot be met by assigned staff.
- C. Makes budgetary decisions on the basis of educational/departmental need and available resources.
- D. Makes budgetary decisions that support achievement of district goals.
- E. Monitors building/department spending within established budgetary levels.
- F. Seeks means of achieving goals in a cost-effective manner.

Category 4: Professional Preparation and Scholarship

The administrator demonstrates a desire for continual growth of competencies. The effective administrator:

- A. Monitors his or her own performance; solicits feedback from others.
- B. Formulates and achieves appropriate personal goals for professional improvement.

The administrator seeks to become involved in meaningful professional growth activities.

Category 5: Effort Toward Improvement When Needed

The effective administrator:

- A. Responds to constructive suggestions.
- B. Adjusts to change and implements new strategies when appropriate.
- C. Seeks advice and assistance when appropriate.

Category 6: Interest in Students, Staff, Patrons and Subjects Taught in Schools

The administrator conducts self in a mature, self-confident and friendly manner in personal relationships in a way that contributes positively to the image of the district. The effective administrator:

- A. Promotes students' and faculty's feelings of personal worth.
- B. Deals constructively with interpersonal problems.
- C. Promotes high staff morale and commitment to professional competence.
- D. Respects individual judgment and diversity of opinion.
- E. Contributes to the maintenance of discipline by open communication among parents, staff and students.
- F. Supports and effectively interprets building and district programs and policies to others.
- G. Cooperates with parent/community organizations.
- H. Plans use of available district/community resources to support student and/or program needs.

Category 7: Evaluation of Staff

The administrator applies knowledge, experience and training in recognizing good professional performance, capabilities and development. The effective administrator:

- A. Attends and participates in available courses and inservice training relating to the evaluation of staff.
- B. Demonstrates good judgment in selecting and assigning staff members to maximize their effectiveness.

The administrator demonstrates ability and performance in the evaluation of staff. The effective administrator:

- A. Utilizes appraisal practices that provide staff with a clear understanding of performance expectations.
- B. Spends an adequate amount of time and effort observing the performance of staff.
- C. Bases staff evaluations on professionally-gathered data.

- D. Demonstrates skill in communicating evaluation information to staff in a manner which inspires positive reaction and improvement.
- E. Develops appropriate programs to assist subordinates to overcome observed deficiencies.
- F. Follows established procedures and timelines in completing required staff evaluations.
- G. Recommends appropriate probation and termination action when necessary.