

DISTRICT CRITERIA FOR ADMINISTRATIVE EVALUATION

Responsibility

The administrative organizational plan for the district will determine the responsibility for each administrator's evaluation. Each administrator will be evaluated on the basis of his or her job description with regard to established performance criteria.

Performance Criteria

The following four major areas must be considered in the evaluation of all administrators as appropriate to their assignments. Each major area is sub divided into performance criteria with examples of performance indicators which describe a range of administrative roles. These indicators may be selected, altered, or supplemented to fit a particular administrative role, department or school. Such action would be based on a discussion of performance indicators by the administrator and the evaluator during the "Planning for Evaluation" conference.

I. DEMONSTRATES LEADERSHIP, ADMINISTRATION, AND MANAGEMENT SKILLS FOR ASSIGNED PROGRAMS OR SCHOOLS.

A. Effectively leads the staff, students, parents, and/or supporters of education.

1. Communicates a vision of school or department effectiveness; maintains and promotes high expectations for self, staff, and students.
2. Establishes procedures to permit the staff, students and community to review and formulate recommendations for school/unit goals.
3. Budgets time to achieve balance between administrative and supervisory duties.
4. Establishes appropriate procedures for development of unit needs and personnel selection.
5. Delineates responsibilities and authority, establishes lines of communication, schedules the staff efficiently, and supervises non-teaching personnel and student activities.
6. Communicates effectively through written and verbal methods.
7. Is a visible leader and maintains frequent contact with students and the staff.
8. Fosters a climate that encourages innovation, and nurtures needed change.
9. Implements board policies, state law, and contractual obligations in a consistent manner.
10. Models good instruction in staff and parent meetings.
11. Maintains a positive attitude and avoids public criticism of staff, students, and administrators.

B. Implements approved curriculum or programs and assesses student performance.

1. Assists and encourages staff members to adjust their individual programs to accommodate individual pupils' needs and abilities.
2. Assists staff members in evaluating their methods and instructional materials.
3. Schedules the staff in a manner most efficient for the adopted programs.
4. Assists the staff to develop meaningful goals, objectives, and strategies.
5. Provides leadership in building/department implementation of programs, ensuring that necessary resources are available to deliver the program.

C. Knows and applies principles of school finance.

1. Plans for budget development by formulating budget requests, establishing a time line for delivering the budget to the next organizational level, conducting a systematic process to involve the staff and the community in developing budget priorities, and developing a budget document that reflects the goals and objectives of the district and school/department.
2. Requires the staff to use materials and supplies efficiently and economically.
3. Maintains accurate personnel, pupil, and financial records, and provides information as needed.
4. Processes financial data, handles purchase forms and procedures accurately, audits accounts regularly.

II. DEMONSTRATES THE ABILITY TO RECOGNIZE AND EVALUATE EFFECTIVE PROFESSIONAL PERFORMANCE OF THE STAFF.

A. Acquires knowledge about staff performance through direct observation, discussion, and data-collection methods.

1. Understands and models good supervisory and instructional methods, involving staff members in their own evaluation plans.
2. Demonstrates a sound understanding of effective instructional techniques.
3. Identifies and recognizes each employee's contributions to the district.

B. Demonstrates skill in evaluating the performance of assigned staff members.

1. Recognizes capabilities of staff members and encourages their professional growth.
2. Appraises staff performance objectively and fairly.
3. Uses observations and conferences to help employees improve their performance.
4. Establishes procedures for determining staff needs, expertise, and assignments.
5. Designs remediation processes, where necessary, to enable staff members to correct deficiencies in their performance.

6. Produces written staff evaluations that describe the staff member's assignment, evaluate achievement of performance goals, assess performance on established criteria, and identify tentative goals for the following cycle.

III. **DEMONSTRATES AN INTEREST IN AND COMMITMENT TO STUDENTS, EMPLOYEES, THE EDUCATIONAL PROGRAM, SCHOOL FACILITY AND CONSTRUCTION, AND COMMUNITY.**

A. Provides an environment of trust that is responsive to the collective needs of the students, staff, and community.

1. Demonstrates the ability to adapt leadership style to fit the needs of the students, staff, and patrons.
2. Helps staff members to attain a feeling of security and satisfaction in their work.
3. Demonstrates sensitivity to the feelings of others and responds accordingly.
4. Reviews accuracy and considers possible effects of information that is provided to the public.
5. Avoids interruptions during time set aside to meet with individuals.

B. Promotes and nurtures a positive climate in the workplace and community.

1. Furthers cooperation and teamwork among staff members.
2. Involves the staff, students, and parents in decision-making processes as appropriate.
3. Organizes small-group and total staff meetings that are effective in providing guidance.
4. Practices preventive discipline by means of open communication with parents, the staff, and students, based on clearly stated expectations.
5. Provides for reasonable disciplinary procedures that are conducive to learning and are fairly enforced.
6. Works with parent-teacher and other organizations to improve the service that the school renders to students and the community.
7. Provides for multidirectional communication with the staff, students, and community.

C. Provides opportunities for the staff to experience professional growth and to strengthen human relations.

1. Encourages excellence in staff performance through constructive suggestions.
2. Encourages the staff to be involved in staff development activities.
3. Assists employees to establish meaningful goals, objectives, and strategies.

IV. **DEMONSTRATES A COMMITMENT TO PROFESSIONAL GROWTH, AND MAKES AN EFFORT TO IMPROVE PERFORMANCE.**

A. Maintains an appropriate level of preparation and scholarship or advanced training.

1. Keeps current by reading professional or trade publications.
2. Writes clear, concise reports and other publications.
3. Conducts workshops and gives presentations.
4. Initiates and designs goals and methods for self-improvement.

B. Participates in professional organizations.

1. Participates at the local, state, and national levels in appropriate professional organizations.
2. Works with others in the professional association to promote legislation to enhance public schools.

C. Participates in workshops, seminars, and graduate studies.

1. Participates in conferences, inservice sessions, workshops, and classes.
2. Continues to study in his/her discipline or field.

First Reading: March 1, 2000

Second Reading and Adoption: May 3, 2000