District Administrator’s Performance Evaluation

Appraisal Scale
Use the following numerical scale to indicate your appraisal of the District Administrator’s performance in meeting his principal accountabilities.

<table>
<thead>
<tr>
<th>Marginal</th>
<th>Fair</th>
<th>Competent</th>
<th>Commendable</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

1. **Marginal**: Performance is clearly below acceptable level. (Does not meet District Standards)
2. **Fair**: Performance comes close to being acceptable but the need for further development is recognizable. (Needs Improvement)
3. **Competent**: Performance is capable of worthy of being accepted, satisfactory, sufficient. (Meets District Standards)
4. **Commendable**: Performance is noticeably better than "acceptable". (Exceeds District Standards)
5. **Distinguished**: Outstanding performance is clearly obvious to all. (A special category to recognize exemplary district performance)

A. **Public Relations**
   1. Conducts an ongoing evaluation of the school programs and keeps the public informed.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   2. Gives attention to problems or concerns of all groups or individuals.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   3. Maintains open communications with municipal officials.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   4. Attempts to develop and maintain cooperative relationships with the news media.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   5. Participates actively in community life and affairs.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]

   **Comments:**

B. **School Board Relations**
   1. Informs and advises the Board about the programs, practices and problems of the schools and updates the Board about activities under the Board’s authority.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   2. Assists the Board in the formulation of school district goals, policies and programs.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   3. Participates in preparation of Board agenda and prepares all facts and information as needed to make informed decisions on agenda items.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
   4. Initiates recommendations to the Board for school building and/or remodeling programs.  
      \[
      \begin{array}{ccccc}
      & 1 & 2 & 3 & 4 & 5 \\
      \end{array}
      \]
School Board Relations (cont.)

5. Creates a sense of trustworthiness in Board-District Administrator relations.  1  2  3  4  5

6. Remains impartial toward the Board, treating all Board members alike.  1  2  3  4  5

Comments:

C. Staff Relations and/or Management

1. Maintains open, effective communication lines with all staff.  1  2  3  4  5

2. Delegates authority and responsibility effectively.  1  2  3  4  5

3. Develops and executes sound personnel practices.  1  2  3  4  5

4. Recommends and nominates for employment the best-qualified and most competent personnel.  1  2  3  4  5

5. Recommends and nominates current employees for promotion. Transfers and assigns employees effectively.  1  2  3  4  5

6. Directs the District’s negotiations with certified and associate staff groups.  1  2  3  4  5

7. Provides leadership in supervision of Principals and all administrative staff.  1  2  3  4  5

8. Directs the development and implementation of staff training activities.  1  2  3  4  5

9. Effectively implements and monitors the District performance appraisal system.  1  2  3  4  5

10. Creates a feeling of enthusiasm and maintains morale.  1  2  3  4  5

Comments:
D. **Curriculum Planning**

1. Interprets and implements the District’s philosophy of education.  
2. Maintains an ongoing curriculum evaluation and directs that all curriculum guides and courses of studies be revised on a continuous basis.  
3. Provides the Board with ample information regarding curriculum to allow them to make sound judgments.  
4. Alerts the Board to possible legislative changes regarding curriculum and the impact of such locally.  
5. Directs changes in curriculum in an orderly manner as directed by the Board.

**Comments:**

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E. **Operations Management (Fiscal as well as Business)**

1. Supervises long-range planning to maximize the use of the District’s resources.  
2. Guides all support services to facilitate the success of teaching.  
3. Directs the process of fiscal planning and budgetary development and administers the budget as approved by the Board.  
4. Advises staff on proper use of all district funds and monitors rate of expenditure.  
5. Oversees and administers the use of all District facilities, property and funds with maximum efficiency.  
6. Prepares and submits to the Board all matters of fiscal planning and budgetary development and monitors rate of expenditure.  
7. Coordinates the total educational program and provides leadership in its development and improvement.  
8. Designs and supervises a screening process for hiring certified and associate staff.

**Comments:**
F. **Facilities Management**
1. Asserts proper supervision over District employees to ensure proper condition of school property.  
   1 2 3 4 5
2. Complies with District policies regarding the maintenance and operation of facilities. See to the enforcement of these policies.  
   1 2 3 4 5

Comments:

G. **Professional Development**
1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.  
   1 2 3 4 5
2. Earns respect and standing among professional colleagues.  
   1 2 3 4 5
3. Expresses ideas smoothly and articulately in oral and written communications.  
   1 2 3 4 5
4. Devotes time and energy effectively to the job.  
   1 2 3 4 5
5. Shows interest and enthusiasm toward work.  
   1 2 3 4 5
6. Demonstrates the initiative and persistence needed to accomplish goals and objectives.  
   1 2 3 4 5
7. Adjusts flexibly to changes in plans and procedures.  
   1 2 3 4 5
8. Is considerate and courteous.  
   1 2 3 4 5
9. Demonstrates a sense of humor.  
   1 2 3 4 5
10. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.  
    1 2 3 4 5
11. Keeps professionally current and informed on educational thoughts and practices and keeps the Board informed on educational trends.  
    1 2 3 4 5

Comments:
Strong collaborative leadership by the Board and District Administrator is a key cornerstone of the foundation for high student achievement. Thus, the evaluation of the District Administrator is designed to promote and nurture the professional growth of this Administrator to ensure optimal academic leadership governance. The evaluation process shall provide honest open feedback.

**Evaluators:** To enhance the validity of the evaluation process it is desirable to have more than one source of data. The following sources and forms of evaluation should be included:

1. Self Evaluation
2. Board Evaluation
3. Other input as agreed to by Board members

**Evaluation Protocols:** The Board recognizes that meaningful evaluation may require using different evaluation tools. The Board will work with District Administrator to select an evaluation that matches the evaluation needs. The following are suggested tools.

1. Evaluation protocol found in Policy 225.
2. Annual District Administrator Action Plan specifying the Administrator goals.
3. Commercially purchased evaluation protocol.
4. Other evaluation protocols specifically designed by Board and District Administrator.

**Procedures:** Evaluation of the Administrator is the primary responsibility of the Board, who shall insure that the following procedures are utilized from year to year on the following timeline:

**July**
1. The District Administrator with Board input, will formulate annual Administrator goals and an action plan.

**August**
2. The District Administrator will present his/her personal goals and action plan to the Board for adoption.
April
3. Forms for written evaluation of the District Administrator will be distributed to Board members

May
4. The District Administrator shall complete a written reflective narrative concerning job functions and goals related to his/her performance and this self-evaluation shall be sent to the Board.

July-June
5. The District Administrator and Board shall discuss formative evaluative progress including the goals set for the District and his/her personal goals.

May
6. Each Board member shall complete a written evaluation without consultation or discussion with each other.

June
7. The Board will meet in closed session set for the special purpose of compiling a summary of the evaluations in written form.

8. June Board Meeting: Board will meet with District Administrator to give his/her reactions, explanations, clarification, and for a general discussion on the total administration of the District. Time shall also be taken to discuss the Board of Education operation in relation to the total administration of the School District. There will be no action taken by the Board until after discussions with the District Administrator. The Board will then, in private, make a length of contract decision and determine salary with benefits. All information pertaining to personnel matters are to remain confidential.
EVALUATION OF THE DISTRICT ADMINISTRATOR

The Board shall annually conduct an evaluation of the District Administrator’s performance. The evaluation cycle consists of both verbal formative inputs and written summative evaluation. The evaluations shall be conducted by the Board in the presence of the District Administrator and shall be based on the performance of essential job functions and District goals as agreed to by the Board and District Administrator.

The Board may use the evaluation tool found in Exhibit 225, a new tool designed with the District Administrator, or use a commercially prepared evaluation. The District Administrator’s broad duties and functions shall be appraised within the framework of improvement for instruction and learning. To this end, the Board shall endeavor to create and sustain a professional climate that calls forth and uses the full creative capacities of the District Administrator. Such a climate calls for common understanding, mutual respect, and a full measure of confidence between the members of the Board and the District Administrator. Thus, the evaluation of the District Administrator is a process designed to promote and nurture professional growth for optimal leadership governance.

Specifically, the implementation of a planned program of District Administrator evaluation should seek to:

1. Assess the District Administrator’s performance in relationship to District Administrator’s goals, District goals, and essential job functions.

2. Measure the effectiveness of the District Administrator’s leadership.

3. Provide a balanced picture of the District Administrator’s leadership strengths and areas for future development.

4. Assess the compatibility of the Administrator’s objectives and District goals.

5. Establish a base for planned growth to optimize leadership performance.

6. Provide information to enable informed decisions to be made regarding contract renewal and compensation.
DISTRICT ADMINISTRATOR EVALUATION

The content of the evaluation recognizes the District Administrator’s job description and the Board approved annual individual goals. The Board shall review the critical skills listed under the essential job function areas. Members shall appraise the District Administrator’s performance by placing the number from the rating scale which best indicates opinion of an overall performance rating for each leadership category.

Likewise, the Board should review the Administrator’s annual goals and accompanying plan of action. Members shall consider the impact of goal performance upon the District’s mission in their written comments. The resulting evaluation is intended to profile the strengths of the District Administrator and indicate potential areas for continuing development. Essential job functions that appear in bold type indicate a function of specific importance for any given year.

The District Administrator shall use the same rating scales to perform a self-evaluation. The Board and Administrator shall meet to jointly discuss the results of total evaluation.

Rating Scale

0  Not Applicable  Not applicable for most skills within an essential job function area.
1  Needs Improvement: Deficiencies in the majority of skills within an essential job function area.
2  Developing: Shows competence in less than expected performance of most skills within an essential job function area.
3  Competent: Demonstrates satisfactory performance of most skills within an essential job function area.
4  Exceeds: Expected performance in about half of skills within an essential job function area.
5  Leadership Strength: Exceeds expected performance in majority of skills within an essential job function area.

ESSENTIAL JOB FUNCTION AREAS

Administration and Organizational Management

- Administers policies adopted by the Board fairly and consistently.
- Establishes administrative procedures to administer District operations consistent with local policies, laws, and contractual agreements.
- Gives authority to other employees to independently fulfill their responsibilities. (The District Administrator retains responsibility for actions taken by subordinates).
- Develops, implements, and monitors change processes to build full organizational capacity.
- Oversees operation of and administration of the District budget, including financial forecasting, cash flow, etc.

- Keeps abreast a current education research and changes in law and applies findings as relevant.
- Administers programs, such as maintenance, special education, food services, applied arts, etc.
- Analyzes and assigns available instructional, human and financial resources in a cost effective and equitable manner to build student learning capacity.

COMMENTS:___________________________________________________________
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5

Public Relations and Communication

- Actively seeks community, staff, and parent opinions.
- Represents the Board and the District in both internal and external functions.
- Represents the Board and the District as chief spokesperson.
- Articulates District vision, mission, and priorities to the community and media.
- Develops formal and informal techniques to gain external perception of the District by means of surveys, advisory groups and personal conduct.
- Demonstrates conflict mediation and consensus building.
- Builds professional relationships by showing consideration, absence of stereotypic thinking, etc.
- Maintains composure in high-pressure situations.

COMMENTS:___________________________________________________________
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______________________________________________________________________
School Board Relations

- Supports Board and Administrative Team governance and advocacy focused on achieving the long-term District mission.
- Advises the Board in formulation and revision of policies.
- Effectively and adequately reports to the Board placing before them facts and information needed for decision making.
- Acts as the Chief Executive Officer of the School District.
- Formulates Board meeting agendas and provides required notifications as per policy.
- Attends and participates in meetings of the Board.

Informs and advises the Board about the District’s programs, practices, successes, and problems and about the District’s effectiveness requiring Board consideration.
- Demonstrates trust and respect for Board members and thoughtfully considers member’s opinions.
- Advises the Board regarding the formulation of contract language and executes all contracts.

COMMENTS:___________________________________________________________
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______________________________________________________________________

Staff and Student Services

- Directly supervises administrative personnel.
- Defines processes for gathering, analyzing, and using assessment data for informed decision-making.
- Provides access to focused staff development based on needs assessment.
- Administers personnel administration including, budgeting, recruitment, selection, assignment, supervision and evaluation.
- Oversees discipline of all employees.
- Demonstrates knowledge of and oversees implementation of pupil personnel services and categorical programs.
- Motivates staff successfully by showing appreciation, giving recognition, and promotes positive attitude.
• Cultivates individual talents by being an effective coach, providing access to training, providing an environment to take professional risks.
• Empowers staff and students to reach high levels of performance.
• Promotes teamwork with Principal and supports him/her in fulfilling responsibilities.

COMMENTS:_____________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Vision and Leadership

• Creates linkages with community organizations and agencies in support of children.
• Promotes the value and understanding/celebrating school and community cultures and traditions.
• Coordinates studies and long range planning related to District organization.
• Promotes academic rigor and excellence for staff and students.

Page 4 of 4

• Demonstrates through actions a commitment to children’s welfare and progress.
• Exhibits creative problem solving and approaches position with imagination and originality.
• Promotes and models risk-taking.
• Views obstacles as opportunities for change
• Keeps focus on the big picture while implementing details.

COMMENTS:_____________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

5
Curriculum Planning and Development

- Provides a process for the development of curriculum based on state standards with clearly defined grade-level benchmarks.
- Provides strong academic program governance that includes an improvement model of 3 to 5 years in duration.
- Employs data-driven instructional decision-making.
- Demonstrates the use of computers and other technologies in educational programming and management.
- Fosters a total continuous learning school culture that is nurturing, challenging and focused on development of each staff member and each child.
- Develops a process for faculty input in continued and systematic renewal of the curriculum to ensure current and developmentally appropriate scope, sequence and content.
- Defines and supports a comprehensive system of student assessment.
- Defines a process to assist teachers in using assessment data to plan for individual student needs and curricular needs.

COMMENTS:__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Board Member Signatures/Date

Signature/Date

District Administrator
ARBOR VITAE-WOODRUFF SCHOOL DISTRICT

Date Approved: 9/9/97
Policy: District Administrator’s Job Description

Date Revised: 5/14/02
Policy No. 221

ARBOR VITAE-WOODRUFF SCHOOL DISTRICT JOB DESCRIPTION

JOB TITLE: District Administrator
STATUS: Exempt
REPORTS TO: School Board
SUPERVISIONS: Direct supervision of all administrative personnel and maintaining a supervisory program for all District employees.

POSITION SUMMARY:

Works to accomplish the educational mission of the AV-W School District leadership in developing, implementing, and maintaining quality educational programs and services through the application of curriculum, supervision of instruction, and management of personnel, material, and financial resources. Coordinates and supervises, under policies of the Board, the creation and operation of a safe environment in which students learn most effectively.

ESSENTIAL JOB FUNCTIONS:

Administration and Organizational Management

*Administers policies adopted by the Board fairly and consistently.
*Establishes administrative procedures to administer District operations.
*Gives authority to other employees to independently fulfill their responsibilities. (The District Administrator retains responsibility for actions taken by subordinates).
*Defines processes for gathering, analyzing, and using data for informed decision-making.
*Develops, implements, and monitors change processes to build organizational capacity.
*Oversees operation of and administration of the District budget, including financial forecasting, cash flow, etc.
*Keeps abreast of current education research and changes in law and applies findings as relevant.
*Administers programs, such as maintenance, special education, food services, applied arts, etc.
*Analyzes and assigns available instructional, human and financial resources in a cost effective and equitable manner to build student learning capacity.
Public Relations and Communication

* Actively seeks community, staff, and parent opinions.
* Represents the Board and the District in both internal and external functions.
* Represents the Board and the District as chief spokesperson.
* Articulates District vision, mission, and priorities to the community and media.
* Develops formal and informal techniques to gain external perception of the District by means of surveys, advisory groups, and personal conduct.
* Demonstrates conflict mediation and consensus building.
* Builds professional relationships by showing consideration, absence of stereotypic thinking, etc.
* Maintains composure in high-pressure situations.

School Board Relations

* Supports Board and Administrative Team governance and advocacy focused on achieving the long-term District mission.
* Advises the Board in formulation and revision of policies.
* Effectively and adequately reports to the Board, placing before members facts and information needed for decision making.
* Acts as the Chief Executive Officer of the School District.
* Formulates Board meeting agendas and provides required notifications as per policy.
* Attends and participates in meetings of the Board
* Informs and advises the Board about the programs, practices, successes, and about problems of the District’s effectiveness requiring Board consideration.
* Demonstrates trust and respect for Board members and thoughtfully considers member opinion.
* Advises the Board regarding the formulation of contract language and executes all contracts.

Staff and Student Services

* Directly supervises administrative personnel.
* Defines processes for gathering, analyzing, and using assessment data for informed decision making.
* Provides effective access to focused staff development based on needs assessment.
* Administers personnel administration including budgeting, recruitment, selection, assignment, supervision and evaluation.
* Empowers staff and students to reach high levels of performance.
*Promotes teamwork with Principal and supports him/her in fulfilling responsibilities.

*Oversees discipline of all employees.
*Demonstrates knowledge of and oversees implementation of pupil personnel services and
categorical programs.
  *Motivates and staff and cultivates individual talents by being an effective coach and
  by showing appreciation, giving recognition, and promoting positive attitude.

**Vision and Leadership**

*Creates linkages with community organizations and agencies in support of children.
*Promotes the value and understanding/celebrating school and community cultures and traditions.
*Coordinates studies and long range planning related to District organization.
*Promotes academic rigor and excellence for staff and students.
*Demonstrates thru actions a commitment to children’s welfare and progress.
*Exhibits creative problem solving and approaches position with imagination and originality.
*Promotes and models risk-taking.
*Views obstacles as opportunities for change
*Keeps focus on the big picture while implementing details.

**Curriculum Planning and Development**

*Provides a process for the development of curriculum based on state standards with clearly
defined grade-level benchmarks.
*Provides strong academic program governance that includes an improvement model of 3 to 5
  years in duration.
*Employs data-driven instructional decision making.
*Demonstrates the use of computers and other technologies in educational programming and
  management.
*Fosters a total continuous learning school culture that is nurturing, challenging and
  focused on development of each staff member and each child.
*Develops a process for faculty input in continued an systematic renewal of the curriculum to
  ensure appropriate scope, sequence, and content.
*Defines and supports a comprehensive system of student assessment.
*Defines a process to assist teachers in using assessment data to plan for individual student needs and curricular needs.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience**

At minimum a master’s degree or training beyond the master’s degree in Educational School Administration from an accredited college or university. At least three (3) years of successful teaching experience. Administrative experience in the schools either at the elementary or secondary level. Experience in the supervision and evaluation of staff. Any other experience the Board of Education may desire.

**Language Skills**

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

**Mathematical Skills**

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of budgeting. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**Other Skills and Abilities**

Must be able to speak on demand to large groups of people. Ability to apply knowledge of current research and theory to specific field. Ability to establish and maintain effective working relationships with students, staff and school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.
Must possess strong leadership, communication as essential management skills. The position requires orientation to management, planning, public relations, and conflict resolution. Working conditions are often stressful due to required interaction with a variety of personalities and organizations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to walk and talk or hear. The employee frequently is required to stand and sit. The employee is occasionally required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch or crawl. Specific vision abilities include close vision, distance vision, and depth perception.

Must be able to physically attend all Board of Education meetings as well as extra Board Committee meetings as required. Must physically be able to attend meetings in different buildings or sites to carry out the essential job functions. Ability to make verbal presentations to various groups within the District as well as at community or other organizational functions.

WORK RELATIONSHIPS: Daily contact with various students, staff, family and community members. Frequent contact with general public, vendors and civic organizations. Regular contact with District’s attorney and accountant. Has regular access to highly confidential staff, Student, district business and personnel information.
TODAY'S DATE:

TIME PERIOD OF EVALUATION:

Mr/Ms. ____________ is assigned as the __________________ School District Administrator/Superintendent. His/her immediate supervisor is the Board of Education. School Board members are:

The primary purpose of this evaluation is to determine the effectiveness of Mr/Ms. __________________ as the District's Administrator for the period of time so indicated, which include aspects of the profession he does well and those that may be targets or goals for initially identified or continued improvement.

RESPONSIBILITIES: Mr/Ms. ________________ responsibilities include, but are not limited, to the following categories:

2. Curriculum and Instructional Director.
3. Transportation Director.
4. Budget-Finance Preparation, Presentation, and Administration.
5. Public Relations Director.
7. Negotiations Advisor.
9. Inservice-Professional Growth Coordinator
10. Personnel Director.
11. Insurance and Safety Director.
12. C.E.S.A. and Federal Program Contact Person.

In essence, skills needed and exercised to perform the above responsibilities fall into the following main categories: Administrative Skills and Personal Skills and Attributes.
A. BOARD OF EDUCATION RELATIONSHIPS:

1. Keeps the Board informed in a timely manner on issues, needs, and operation of the school district.
2. Interprets and executes the stated intent of the Board and its policies.
3. Recognizes problem areas and recommends possible remedies to Board for consideration or actions where Board action is required.
4. Supports Board policy and actions to the public and school community.
5. Makes judgment decisions that have the confidence of Board members.
6. Treats all Board members with fairness.
7. Prepares Board agenda properly.
8. Has good working relations with CESA and the DPI.

COMMENTS:

B. STAFF RELATIONSHIPS:

1. Relates and cooperates with members of the staff.
2. Fosters a spirit of good morals.
3. Supports the professional growth and development of staff.
4. Ensures that proper supervisory personnel recruits, selects, evaluates, promotes and disciplines personnel.
5. Demonstrates an interest in the welfare of the staff.

COMMENTS:
C. EDUCATIONAL LEADERSHIP:

1. Implements the district's goals and objectives.
2. Takes the lead in improving the overall educational program.
3. Establishes and maintains an atmosphere conducive to teaching and learning.
4. Supports a rich and varied extra-curricular program.
5. Is knowledgeable about forces and philosophies influencing education today.
6. Supervises and evaluates administrative personnel.

COMMENTS:

D. SCHOOL ORGANIZATION:

1. Maintains clear lines of authority and responsibility.
2. Delegates responsibilities appropriately.
3. Encourages a free and open flow of comments, suggestions, criticism, and recommendations.
4. Takes appropriate and timely action on recommendations, concerns and complaints.

COMMENTS:
E. BUSINESS AND FINANCE:
   1. Directs the preparation and submission of required records and reports accurately, completely, and on schedule.
   2. Encourages proper, effective and economical use of all equipment, materials, and supplies.
   3. Evaluates and informs the Board of financial needs and makes sound recommendations for adequate financing.
   4. Directs the preparation of and recommends an annual budget for Board consideration.
   5. Determines that funds are spent appropriately, and that adequate accounting principles are maintained.

COMMENTS:

F. COMMUNITY RELATIONSHIPS:
   1. Adequately informs the community on aspects of the school district's operations through the dissemination of information by staff through the school newsletter.
   2. Maintains cooperative relationship with the news media.
   3. Is an active member of the community.
   4. Takes an active role as a community leader in public education.
   5. Gives appropriate attention to the problems and opinions of groups and individuals.

COMMENTS:
G. PLANT, FACILITIES AND TRANSPORTATION:
   1. Ensures that buildings and sites are maintained and repaired as needed.
   2. Cooperates with agencies for inspections of facilities.
   3. Recommends remedies for unsatisfactory, unsafe, or unsanitary conditions with input from appropriate personnel.
   4. Provides for safe bus transportation on daily bus routes and for extra-curricular activities.

COMMENTS:

H. PERSONAL QUALITIES AS RELATED TO PROFESSIONAL PERFORMANCE

   1. Maintains high standards of ethics and integrity as they apply to job performance.
   2. Maintains professional development by reading, conference attendance, visitations, and other professional activities.
   3. Maintains pose and emotional stability in the full range of his professional duties.
   4. Handles difficult or unpleasant pressure situations objectively.
   5. Displays enthusiasm and initiative in his daily performance.
   6. Displays an ability to make prompt and correct decisions.
   7. Is acceptable to administrators, staff, students, Board members and people of the community.
   8. Is appropriately attired and well groomed as it applies to professional performance.

COMMENTS:
DATE: November 26, 2002
TO: Board of Education
FROM: Bruce W. Anderson
RE: Evaluation of the District Administrator

This year the evaluation process will involve three distinct arenas.
1. Professional Portfolio
2. Appraisal Scale
3. Narrative

- As an administrator I am continuing to develop my Professional Portfolio.
- Enclosed is a copy of the Superintendent Evaluation Targets set in January of 2002.
- Enclosed is a copy of the current evaluation form. Complete Appraisal Scale by circling number to the right of the statement. A new choice has been added. “6. Does Not Apply”. If a question is not appropriate or should be modified in the future, this option will allow you to make note of your concern.
- You are encouraged to provide any written comments on the back of the Appraisal Scale sheets.

Return your completed evaluation form to Judy Humpal on or before Tuesday, December 10th. Once all evaluations are returned she will:
- tally the scores for each item
  - compute an average score for each item
  - calculate the Overall Rate for each Board member's score
- compile a composite summary of the evaluation form which will include:
  - produce a copy of the evaluation form that shows the average score for each item
  - the composite Overall Rate
  - copy all written comments to one form
- Return the original form to each Board member
- Provide the Board President with six copies of the composite evaluation form; one for District Administrator and one for each Board member.

I will complete the Appraisal Scale and a written evaluation of my tenure with the District. I will give it to Judy by Tuesday, December 10th. She will provide the Board President with six copies.
The Board President will schedule a closed session meeting for the purpose of reviewing the composite evaluation and my written evaluation with the Board of Education and District Administrator prior to March 1, 2003. At this meeting

- Expectations for 2003-2004 school year will be discussed.
- Discuss a policy for the evaluation of administrators.
- The Board will review the evaluation tool as part of the process.
  - Each Board member will be encouraged to recommend changes to existing items (i.e. those marked by one or more as a “6. Does Not Apply”) or add new items.
- Consider tools that could be used with other members of the Administrative Team in future evaluations.

**APPRAISAL SCALE**

Use the following numerical scale to indicate your appraisal of the District Administrator’s performance in meeting his principle accountabilities.

1. **MARGINAL**: Performance is clearly below acceptable level. (Does Not Meet District Standards)
2. **FAIR**: Performance comes close to being acceptable but the need for further development is recognizable. (Needs Improvement)
3. **COMPETENT**: Performance is capable or worthy of being accepted, satisfactory, and sufficient. (Meets District Standards)
4. **COMMENDABLE**: Performance is noticeably better than “acceptable.” (Exceeds District Standards)
5. **DISTINGUISHED**: Outstanding performance is clearly obvious to all. (A Special Category to Recognize Exemplary District Performance.)
6. **DOES NOT APPLY**: The question or item is not relevant to my understanding of this evaluation process.

The mission of the Boyceville Community School District as a partner with family and community is to provide a high quality education in which students gain respect for themselves, others, and their surrounding and develop a desire for excellence while learning the skills to become contributing members of a global society.
The mission of the Boyceville Community School District as a partner with family and community is to provide a high quality education in which students gain respect for themselves, others, and their surrounding and develop a desire for excellence while learning the skills to become contributing members of a global society.

ADMINISTRATOR SUMMARY EVALUATION REPORT - APPRAISAL

SECTION A: PERFORMANCE FACTORS AND CHARACTERISTICS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>MARGINAL (below Acceptable)</td>
</tr>
<tr>
<td>2.</td>
<td>FAIR (Needs Improvement)</td>
</tr>
<tr>
<td>3.</td>
<td>COMPETENT (Acceptable)</td>
</tr>
<tr>
<td>4.</td>
<td>COMMENDABLE (Exceeds)</td>
</tr>
<tr>
<td>5.</td>
<td>DISTINGUISHED (Exemplary)</td>
</tr>
<tr>
<td>6.</td>
<td>DOES NOT APPLY</td>
</tr>
</tbody>
</table>

I. EDUCATIONAL LEADERSHIP

1. Coordinates the total educational program and provides leadership in its development and improvement. 1 2 3 4 5 6

2. Interprets and implements the District’s Philosophy of education. 1 2 3 4 5 6

3. Maintains an ongoing curriculum evaluation and directs that all curriculum guides and courses of studies be studied and revised on a continuous basis to meet the State and Local Standards. 1 2 3 4 5 6

4. Provides leadership in supervision of principals and all administrative staff. 1 2 3 4 5 6

5. Directs the development and implementation of staff training activities. 1 2 3 4 5 6

6. Effectively implements and monitors the District performance appraisal system. 1 2 3 4 5 6

7. Creates a feeling of enthusiasm and maintains morale. 1 2 3 4 5 6

II. STAFF AND PERSONNEL RELATIONSHIPS

1. Maintains open, effective communication lines with all staff. 1 2 3 4 5 6

2. Delegates authority and responsibility effectively. 1 2 3 4 5 6

3. Develops and executes sound personnel practices. 1 2 3 4 5 6
The mission of the Boyceville Community School District as a partner with family and community is to provide a high quality education in which students gain respect for themselves, others, and their surrounding and develop a desire for excellence while learning the skills to become contributing members of a global society.

<table>
<thead>
<tr>
<th>Section A: Performance Factors and Characteristics</th>
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</thead>
<tbody>
<tr>
<td>1. MARGINAL (below Acceptable)</td>
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<tr>
<td>3. COMPETENT (Acceptable)</td>
</tr>
<tr>
<td>5. DISTINGUISHED (Exemplary)</td>
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</tbody>
</table>

4. Recommends and nominates for employment the best qualified and most competent personnel. 1 2 3 4 5 6

5. Recommends and nominates current employees for promotion. Transfers and assigns employees. 1 2 3 4 5 6

6. Directs the district’s negotiations with certified and classified staffs. 1 2 3 4 5 6

III. OPERATIONS MANAGEMENT (BUSINESS AND FINANCE)

1. Supervises long-range planning to maximize the use of the district’s resources. 1 2 3 4 5 6

2. Guides all support services to facilitate the success of teaching. 1 2 3 4 5 6

3. Directs the process of fiscal planning and budgetary development and administers the budget as approved by the Board. 1 2 3 4 5 6

4. Advises staff on proper use of available funds and monitors rate of expenditures. 1 2 3 4 5 6

5. Oversees and administers the use of all district facilities, property and funds with maximum efficiency. 1 2 3 4 5 6

IV. COMMUNITY RELATIONSHIPS

1. Conducts an on-going evaluation of the school’s programs and keeps the public informed about policies, practices and problems of the schools 1 2 3 4 5 6

2. Solicits and gives attention to problems and opinions of all groups and individuals. 1 2 3 4 5 6

3. Interprets the school district philosophy of education. 1 2 3 4 5 6
### SECTION A: PERFORMANCE FACTORS AND CHARACTERISTICS

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>1</td>
<td>MARGINAL (below Acceptable)</td>
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<tr>
<td>2</td>
<td>FAIR (Needs Improvement)</td>
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<tr>
<td>3</td>
<td>COMPETENT (Acceptable)</td>
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<tr>
<td>4</td>
<td>COMMENDABLE (Exceeds)</td>
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<tr>
<td>5</td>
<td>DISTINGUISHED (Exemplary)</td>
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<tr>
<td>6</td>
<td>DOES NOT APPLY</td>
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</table>

4. Maintains communications with city officials, District developers and builders to discuss future needs.

5. Strives to develop cooperative relationships with news media.


### V. PROFESSIONALISM

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<th></th>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintains high standards of ethics, honesty and integrity in all personal and professional matters.</td>
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<tr>
<td>2</td>
<td>Earns respect and standing among professional colleagues.</td>
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<td>3</td>
<td>Expresses ideas smoothly and articulately in oral and written communications.</td>
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<td>4</td>
<td>Devotes time and energy effectively to the job.</td>
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<td>5</td>
<td>Shows interest and enthusiasm toward work.</td>
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<tr>
<td>6</td>
<td>Demonstrates the initiative and persistence needed to accomplish goals and objectives.</td>
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<tr>
<td>7</td>
<td>Adjusts flexibly to changes in plans and procedures.</td>
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<tr>
<td>8</td>
<td>Is considerate and courteous.</td>
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<tr>
<td>9</td>
<td>Demonstrates a sense of humor.</td>
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<tr>
<td>10</td>
<td>Possesses and maintains the health and energy necessary to meet the responsibilities of his position.</td>
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</table>
The mission of the Boyceville Community School District as a partner with family and community is to provide a high quality education in which students gain respect for themselves, others, and their surrounding and develop a desire for excellence while learning the skills to become contributing members of a global society.

ADMINISTRATOR SUMATIVE EVALUATION REPORT - APPRAISAL

SECTION A: PERFORMANCE FACTORS AND CHARACTERISTICS

1. MARGINAL (below Acceptable)  2. FAIR (Needs Improvement)
3. COMPETENT (Acceptable)  4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)  6. DOES NOT APPLY

11. Demonstrates appropriate grooming and attire.  1  2  3  4  5  6
12. Keeps professionally current and informed on educational thoughts and practices, and keeps the Board informed on Educational trends.  1  2  3  4  5  6

VI. RELATIONSHIP WITH THE BOARD

1. Informs and advises the Board about the programs, practices and problems of the schools and updates the Board about activities under the Board’s authority.  1  2  3  4  5  6
2. Assists the Board in the formulation of school District goals, policies and programs.  1  2  3  4  5  6
3. Prepares and submits to the Board all matters of fiscal planning and budgetary development and monitors rate of expenditure.  1  2  3  4  5  6
4. Participates in preparation of Board agenda and prepares all facts, information as are needed to make informed decisions on agenda items.  1  2  3  4  5  6
5. Initiates recommendation to the Board for school building and/or remodeling programs.  1  2  3  4  5  6
6. Creates a sense of trust worthiness in Board-Superintendent relations.  1  2  3  4  5  6
7. Remains impartial toward the Board treating all Board members alike.  1  2  3  4  5  6
## Objective #1

1. Effectively and efficiently manages the start up of spaces and programs in the new high school.
   a. *Manage the maintenance and operation of the new high school.*

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>RATING</th>
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## Objective #2

2. Develop a fiscal policy to deal with the revenue shortage due to student enrollments and revenue reductions.

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>RATING</th>
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## Objective #3

3. Improve standardized testing by 3% within each curriculum area tested.

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>RATING</th>
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</tbody>
</table>
PERFORMANCE FACTORS

1. KNOWLEDGE OF THE JOB: Possesses the knowledge and technical competencies required performing job responsibilities; understands relevant politics, procedures, and organizational structure and function.

   Comments: 

2. DEPENDABILITY/RESPONSIBILITY: Willingly takes on, is held accountable for, and performs assignments in a timely manner.

   Comments: 

3. COMMUNICATION SKILLS: Conveys information clearly and logically, both orally and in writing.

   Comments: 

4. INITIATIVE & RESOURCEFULNESS: Offers suggestions; anticipates needs; seeks additional tasks as time permits and contributes, develops, and/or carries out new ideas and methods.

   Comments: 

5. DECISION-MAKING, PROBLEM-SOLVING, AND JUDGEMENT: Identifies problems and opportunities, gathers and organized facts, and makes effective decisions using sound judgement.

   Comments: 

6. INSTRUCTIONAL SUPERVISION: Establishes the curriculum objectives and evaluates the staff, the methods and materials used to help children learn.

   Comments: 

<table>
<thead>
<tr>
<th>OBJECTIVE # 4</th>
<th>RESULTS</th>
<th>RATING</th>
</tr>
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</table>
| 4. Continue implementation and emphasis of a standards based curriculum.  
  a. Work with the Board SEC & Policy Committees.  
  b. Continue annual curriculum audits to include textbook adoption and rotation schedule.  
  c. Insist on course proposals aligned with state standards.  
  d. Implement NWEA test in grades 2, 5, 6, 7, and 9 for fall and spring. | | |
| | | |

H:\Affiniscape\Brillion.doc
7. **BUSINESS & ADMINISTRATIVE MANAGEMENT:** Prepares an accurate budget follows good financing practices and reflecting the Districts educational program.

8. **FACILITIES MANAGEMENT:** Is safety conscious about the facilities; Keeps facility in good repair and encourages school pride from students and staff in the building.

9. **STUDENT STAFF & BOARD RELATIONS:** Is able to take direction from the Board, treat staff with professional respect and encourage students to have a sense of moral & spiritual value.

10. **PROFESSIONAL SELF-IMPROVEMENT:** Keeps abreast of current developments in field; attends internal and external classes, workshops, seminars, and training programs; and participates and maintains memberships in professional organizations.

Ratings: NM = Does not meet expectations.
ME = Performance meets the expected level.
EE = Performance exceeds expectations on a consistent level.

Rating on Performance Factors _____________

**OVERALL RATING**

___________________________________________  _______________
District Administrator  Date

___________________________________________
Board President  Date

H:\Affiniscape\Brillion.doc
Date of Next Performance Evaluation: ________________
Rating Categories

5 – Excellent
Extremely high performance level. Job performance far exceeds exceptions. Job competencies were well developed and the individual develops and implements many successful programs on his/her own initiative.

4 – Commendable
Consistently exceed requirements. Job skills and accomplishments exceed expectations. Initiates and completes other programs in addition to specific objectives.

3 – Satisfactory
Meets and sometimes exceeds job requirements and expectations. Performance is that which is expected of a fully qualified and experienced administrator.

2 – Needs Improvement
Does not perform basic job requirements and expectations in a satisfactory manner. Needs improvement.

1 – Unsatisfactory
Does not meet the minimum job responsibilities.

N/A
Use this for any item you do not have enough knowledge to evaluate, or if the item is not applicable.

Consider each item separately and evaluate the performance by briefly describing comments to support the type of work accomplished in each category. Give an overall rating for each section.

1. Policy & Contract Administration

*Serves as the professional advisor to the board of education in the formulation of policies for the school system and shall execute the policies adopted by the board of education.

*Ensures the district policies are administered fairly and consistently throughout the district.

*Initiates and guides policy evaluation and revision and makes recommendations to the board for proposed changes.

*Advises the board of education during the formulation of and execution of all contracts entered into by the board of education and school district.

*Attends meetings of the board, and its committees, except when excused by the board.

*Is responsible for the posting notification of all board and committee meetings.

*Coordinates a management team consisting of applicable administrative personnel.

Policy & Contract Administration Rating Average: _________

Comments:
2. Curriculum
* Ensures that the district maintains the highest academic level possible for the students.

* Prepares, or has prepared for his/her approval, the content of each course of study in the district curriculum, keeps the board apprised of the district curriculum.

Curriculum Rating Average: __________

Comments:

3. Supervision & Evaluation
* Ensures that the staff supervision and evaluation program is carried out through the district.

* Assumes complete responsibility for the evaluation of personnel who report directly to him/her and reviews the evaluation of all teaching personnel of the district.

* Provides supervision of all instructions and the control and management of all pupils.

Supervision & Evaluation Rating Average: __________

Comments:

4. Staff Recruitment & Development
* Is responsible for recruitment, selection and assignment of all employes needed by the school district.

* Responsible for development, maintenance, and operation of a constructive program of inservice training education for all employes of the school system.

Staff Recruitment & Development Rating Average: __________

Comments:

5. Budgeting & Financial Planning
* Is responsible for the preparation of the annual budget for approval by the board of education.

* Is responsible for the administration of the annual budget.

* Provides updated budget information for presentation to the board of education

Budget & Financial Planning Rating Average: __________

Comments:
6. Planning

* Establishes goals for the district.
* Fosters new ideas, acts as a catalyst for change and innovative thinking and accepts accountability for the overall effectiveness.
* Establishes and maintains an organizational system with clearly defined lines of authority and responsibility for all members of the school staff.
* Assumes full responsibility for making all recommendations to the board of education on all phases of school operation.
* Is responsible for the planning and use of all school facilities and will be responsible for the control and supervision of all school buildings, grounds, and equipment, subject to the policies and regulations adopted by the board of education.
* Recommends plans for maintenance program for renovation of the school property and for new construction.
* Is responsible for all such plans, once approved by the board of education, are properly executed.
* Keeps the board of education informed of the school district’s progress toward achieving its goals and objectives.

Planning Rating Average: ________

Comments:

7. School-Community Relations

* Relates relevant information to staff members, parent groups, and agencies of the community.
* Is responsible for both internal and external communications for the district.

School-Community Relations Rating Average: ________

Comments:

Additional Comments:
<table>
<thead>
<tr>
<th>Signature of School Board Member</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>RELATIONSHIP WITH DISTRICTS &amp; OTHERS</td>
<td>Score 1-5</td>
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<tr>
<td>--------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1. Arranges for monthly meetings of BOC</td>
<td></td>
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<tr>
<td>2. Keeps BOC members informed of the operations and issues within CESA 8 and the districts</td>
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<tr>
<td>3. Provides program information on CESA services</td>
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<tr>
<td>4. Gains respect and support for CESA 8 operations</td>
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<tr>
<td>5. Solicits and attends to issues and opinions of all groups and individuals</td>
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<table>
<thead>
<tr>
<th>EDUCATIONAL LEADERSHIP</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands and keeps Board informed regarding issues in districts and within the agency</td>
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<tr>
<td>2. Participates with board, staff and districts in studying issues and developing solutions to district issues like</td>
<td></td>
</tr>
<tr>
<td>a. improving services and programs</td>
<td></td>
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<tr>
<td>b. identifying weaknesses and developing plans to eliminate them</td>
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<tr>
<td>3. Works with Professional Advisory Committee and Board of Control to determine what new programs and services to offer our districts</td>
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<tr>
<td>4. Prompts others to meet high professional standards</td>
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<tr>
<td>5. Provides leadership to schools and staff in the agency</td>
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</table>

<table>
<thead>
<tr>
<th>BUSINESS AND FINANCE</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Develops and implements both short and long range plans for the maintenance and upkeep of facilities and property belonging to the agency</td>
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<tr>
<td>2. Keeps Board informed of issues relating to school district finances and on legislative actions impacting it</td>
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<tr>
<td>3. Supervises operations &amp; assures competent and efficient agency performance</td>
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<tr>
<td>4. Determines that funds are spent wisely and adequate controls and accounting occurs</td>
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SCHOOL DISTRICT OF CLEAR LAKE
DISTRICT ADMINISTRATOR PERFORMANCE EVALUATION

The intent of the District Administrator performance evaluation is to indicate the relative strengths and weaknesses of the management and leadership practices of the administrator through the following scale:

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Very Good</th>
<th>2 – Average</th>
<th>1 – Needs Improvement</th>
</tr>
</thead>
</table>

Policy and Contract Administration

1. Coordinates a management team consisting of all administrative personnel.  
   4  3  2  1
2. Acts as the professional advisor to the Board of Education in the formulation of policies, executes the policies for the School District and makes rules and regulations to govern routine matters of School District Operation.  
   4  3  2  1
3. Administers the School District policies fairly and consistently throughout the School District. He/She also carries on policy evaluation and revision and makes recommendations to the Board of Education for proposed changes.  
   4  3  2  1
4. Advises the Board of Education during the formulation and execution of all contracts entered into by the Board Of Education.  
   4  3  2  1
5. Follows state statutes, School Board policies and administers directives expressed in handbooks, memo, etc.  
   4  3  2  1

Planning

6. Helps to establish both long and short-term goals for the School District by fostering new ideas, acting as a catalyst for change and innovative thinking, and accepting responsibility for the overall effectiveness.  
   4  3  2  1
7. Establishes and maintains an organizational system with clearly defined lines of authority and responsibility for all members of the school staff plus is responsible for the proper administration of the School District within this framework.  
   4  3  2  1
8. Assumes full responsibility for making all recommendations to the Board on all phases of school operation. He/She will solicit input from appropriate staff.

9. Is responsible for the planning and use of all school facilities and is responsible for the control and supervision of all school buildings, grounds and equipment, subject to the policies and regulations adopted by the Board of Education.

10. Recommends plans for long-range maintenance programs for renovations of school property and for new construction and he/she is responsible that all such plans, once approved by the Board of Education, are properly executed.

11. Keeps the Board of Education informed of the School District’s progress toward achieving goals and objectives.

**Budget and Financial Planning**

12. Is responsible for the preparation of and administration of a school district budget. It is prepared and administered in compliance with School Board policy and state statute.

13. Prepares a budget for presentation to the Board of Education and assists the Board of Education in presenting the budget documentation at the Annual Meeting as requested by the Board of Education.

14. Orders the necessary materials and supplies to operate the School District, subject to the limitations of the budget.

15. Acts as the resource person for the Board of Education negotiating teams, assuring that the information offered on the packages is up to date and accurate.

**Supervision and Evaluation**

16. Ensures that a staff supervision and written evaluation program is carried out throughout the School District.

17. Assumes complete responsibility for the evaluation of personnel who report directly to him/her and review the evaluation of all other
certified and support staff of the School District.
18. Provides supervision of all instruction and the control and management of all pupils and records.

**Staff Relations**
19. Is responsible for carrying out positive personnel practices within the School District.
20. Makes recommendations to the Board of Education regarding the employment, assignment and transfer, promotion and dismissal of all personnel.
21. Maintains proper communication with all employees, is readily available to meet with them, and keeps the Board of Education appraised as necessary.

**Staff Recruitment and Development**
22. Is responsible for recruitment, selection and assignment of all employees needed by the School District.
23. Works with the Administrative Team and the district inservice committee on the development, maintenance and operation of a constructive program of inservice training and education for all employees of the School District.

**Curriculum**
24. Makes sure that the School District maintains the highest academic level possible for the students.
25. Prepares or has prepared for his/her approval, the content of each course of study in the School District curriculum and keeps the Board of Education appraised of the School District curriculum.

**Discipline**
26. Has the responsibility to make certain that fair and equitable treatment of all employees and students is maintained in the School District.
27. Ensures that policies and procedures are established for student’s rights, responsibilities and discipline.  
28. Ensures that employee discipline is administered fairly and consistently in accordance with all polices, contracts and laws.  
29. Suspends employees or students when necessary and recommends to the Board of Education dismissal of employees and expulsion of students.

**Communication**

30. Relates to staff members, parent groups, agencies of the community and other educational agencies.  
31. Is responsible for the maintenance of both internal and external communications throughout the School District.  
32. Keeps the Board of Education appraised of the successes of policies adopted, the general condition of the School District and the problems requiring the Board of Education attention.  
33. Notifies all members of the Board of Education of all regular and special meetings of the Board of Education unless other prior arrangements are made.  
34. Posts proper notification of all Board of Education meetings, prepares the meeting agenda with the Board President, and prepares the minutes of the meetings.

**School Community Relations**

35. Ensures that the School District maintains positive school community relations along with Board of Education members, administrators, teachers and support staff.  
36. Keeps the parents and the community appraised of the status of the schools and their programs through an annual publication of a disclosure report including School District goals and student achievement.  
37. Serves as an advocate for students and their educational program.
**Other Responsibilities**

38. Delegates responsibilities and duties which the Board of Education has entrusted to him/her, but in every instance, he/she continues to be responsible and accountable to the Board of Education for the execution of the responsibilities and duties delegated.

39. Performs any and all other duties prescribed by the Board of Education, the State Superintendent of Public Instruction or those that are self-initiated.
COLUMBUS SCHOOL DISTRICT
Evaluation Of The District Administrator

Rating Scale
E = Exceeds Expectations
M = Meets Expectations
NI = Needs Improvement

Policy and Contract Administration

<table>
<thead>
<tr>
<th>The District Administrator shall:</th>
<th>Administrator</th>
<th>Board</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate a management team consisting of all administrative personnel.</td>
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<tr>
<td>Be the professional advisor to the School Board in the formulation of policies for the school system and shall execute the policies adopted by the School Board and make rules and regulations to govern routine matters of school district operation.</td>
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<tr>
<td>Make sure that district policies are administered fairly and consistently throughout the district, including recommendations to the Board for proposed policy changes.</td>
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<tr>
<td>Advise the School Board during the formulation of and shall execute all contracts entered into by the School Board and School District.</td>
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<td>Comments:</td>
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Planning

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<th>The District Administrator shall:</th>
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<tbody>
<tr>
<td>Help to establish both short and long range goals for the district by fostering new ideas, acting as a catalyst for change and innovative thinking, and accepting accountability for the overall effectiveness.</td>
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<tr>
<td>Establish and maintain an organizational system with clearly defined lines of authority and responsibility for all members of the school staff and shall be responsible for the proper administration of the schools within this framework.</td>
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<tr>
<td>Assume full responsibility for making all recommendations to the School Board on all phases of school operation. This shall include soliciting input from the staff.</td>
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<tr>
<td>Be responsible for the planning and use of all school facilities and will be responsible for the control and supervision of all school buildings, grounds, and equipment, subject to the policies and regulations adopted by the School Board.</td>
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<tr>
<td>Recommend plans for a long-range program for renovations of the school property and for new construction and shall insure that all such plans, once approved by the School Board, are properly executed.</td>
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</table>
Keep the School Board informed of the school district's progress toward achieving its goals and objectives.

Comments:

**Budgeting and Financial Planning**

*The District Administrator shall:*

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<tr>
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<tr>
<td>Be responsible for the preparation and administration of the school district budget. It will be prepared and administered in compliance with Board policy and state law.</td>
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<td>Prepare monthly budget information for presentation to the School Board.</td>
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Comments:

**Supervision and Evaluation**

*The District Administrator shall:*

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<tr>
<td>Ensure that a staff supervision and evaluation program is carried out throughout the district.</td>
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<tr>
<td>Evaluate staff and administrators and review the evaluation of all other personnel of the district.</td>
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<tr>
<td>Provide for the supervision of all instruction and the control and management of all pupils.</td>
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Comments:

**Staff Relations**

*The District Administrator shall:*

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<tr>
<td>Implement positive personnel practices within the district.</td>
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<tr>
<td>Make recommendations to the Board regarding the employment and promotion of all personnel.</td>
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<tr>
<td>Maintain communication between the District Administrator and all employees. This shall include keeping the Board apprised when necessary.</td>
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Comments:

**Staff Recruitment and Development**

*The District Administrator shall:*

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<tr>
<td>Be responsible for recruitment, selection and assignment of all employees needed by the school district.</td>
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<tr>
<td>Work with the District Curriculum Committee to maintain the development and operation of a constructive program of in-service training and education for all employees of the school system.</td>
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## School-Community Relations

**The District Administrator shall:**

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<tr>
<td>Ensure that the district maintains positive school-community relations. This will be a cooperative effort among the Board, administrators, teachers and support staff.</td>
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<td>Keep the parents and the community apprised of the status of the schools and their programs.</td>
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<td>Serve as an advocate for students and their educational programs.</td>
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## Curriculum

**The District Administrator shall:**

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<td>Make sure that the District maintains the highest academic level possible for the students through the implementation of a quality curriculum and instruction program.</td>
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<td>Prepare the content of each course of study in the district curriculum, and shall keep the Board apprised of changes in the curriculum and seek its approval for major changes.</td>
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## Discipline

**The District Administrator shall:**

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<td>Assume responsibility for ensuring that fair and equal treatment of all employees and students is maintained throughout the district.</td>
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<td>Ensure that policies and procedures are established for student rights, responsibilities and discipline.</td>
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<td>Administer employee discipline fairly and consistently in accordance with all policies, contracts and laws.</td>
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## Communication

**The District Administrator shall:**

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<td>Relate to staff members, parent groups, agencies of the community and other educational agencies.</td>
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<td>Maintain both internal and external communications.</td>
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</table>
Keep the School Board apprised of the success of policies adopted, the general condition of the school system, and problems requiring School Board consideration.

Be responsible for notification of all regular and special Board meetings, and attend all meetings of the School Board.

Comments:

Other Responsibilities

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<td>The District Administrator may delegate to subordinates any of the responsibilities and duties entrusted by the School Board, but in every instance except those involving conflict of interest, the District Administrator shall continue to be responsible and accountable to the School Board for the execution of the responsibilities and duties delegated.</td>
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<td>The District Administrator shall perform any and all other duties in accordance with the job responsibilities prescribed by the School Board and the statutory authority as defined by the State of Wisconsin.</td>
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Comments:

3/26/2009
BASIC FUNCTION

The two-fold function of this appraisal is to achieve the highest quality of education feasible for all students through the most efficient use of all available resources; and the improvement of District management and instructional leadership.

PROCEDURE FOR EVALUATION OF THE DISTRICT ADMINISTRATOR

The Board of Education shall evaluate the District Administrator’s performance as follows:

1. Once each year, the Administrator will meet with the Board to establish a minimum of three District or personal goals which will be addressed during the coming school year. Because of the strong possibility that the discussions related to goal setting may involve personnel and/or personal considerations, the discussions will be in closed session. However, when appropriate, the finalized goals will be acted upon in open session and made public through proper sources. It is the Administrator’s responsibility to submit recommended goals to the Board as part of the agenda during this meeting.

2. Once each year, in March, the Board and Administrator will jointly review the Administrator’s Job Description, as outlined in the District policies, to ensure that it accurately reflects both Board expectations and the realities of the Administrator’s day-to-day responsibilities. When appropriate, the job description will be modified through official Board action.

3. Each March, the Board will review the Administrator’s performance and prepare a written evaluation of the Administrator’s performance based on:
   a. Strengths and weaknesses identified by Board members in fulfilling responsibilities outlined in the Administrator’s Job Description
   b. Progress toward Board approved goals for the school year
   c. Other goals or concerns agreed on by the Board and Administrator

4. Each Board member will complete a written evaluation which will be submitted to the Administrator in closed session at the specified March meeting. During the closed session, each member will have the opportunity to comment on particular aspects of their evaluation, and the Administrator will also be given the opportunity to react to the evaluation in general or parts of the evaluation process. A copy of each evaluation will be given to the Administrator, and one copy will be kept on file by the Board President or the District Business Manager.

5. All evaluation meetings will be in closed session, and all evaluation reports will be treated as confidential in accordance with Wisconsin Statute 19.85(1).

6. As necessitated by changing conditions, the Board and Administrator will review the Board-Administrator relationship and the evaluation process.

Approved by the Board of Education 2-22-93
SPECIFIC RESPONSIBILITIES

The district administrator of a present-day school system is the top administration of the district, and as such, is ultimately responsible for almost all aspects of systems operations. The responsibilities require that the district administrator has a good understanding and considerable expertise in a wide range of activities. Below are skill areas to aid in evaluating the Hartford Joint No. 1 District Administrator; within each broad category, specific skills are identified which are offered as a means of focusing the evaluation process. In the “comments” section elaborate on skills which represent particular strengths of the administrator or explain any areas in which changes or improvements might be suggested. There is no need to address all skills in each category. Give each category a 0-5 rating, with 0 being the low end of the scale and 5 being the highest.

A. LEADERSHIP – The effective administrator
   1. solicits and encourages ideas
   2. makes decisions and delegates authority
   3. establishes and updates personal and program goals
   4. involves staff in professional development
   5. evaluates administrative staff and recommends suspension or dismissal of professional employees when necessary
   6. is organized and punctual
   7. assures high level of individual competence and performance

COMMENTS:

B. PUBLIC RELATIONS – The effective administrator
   1. attends school functions
   2. presents a positive self image
   3. establishes a plan of communication with the public
   4. provides avenues for parent/community input
   5. addresses parent/public concerns in an open, honest manner
   6. supports a community education philosophy
   7. assures that a feedback and complaint resolution system exists and is properly managed
   8. gathers input from community sources, parents, staff and various other agencies

COMMENTS:
C. COMMUNICATION AND HUMAN RELATIONS – The effective administrator

1. interacts with others as an active listener
2. provides clear written and verbal explanations and directions
3. responds promptly
4. interacts with staff in respectful/supportive manner
5. confronts inappropriate activities in a firm manner
6. is accessible to discuss problems

COMMENTS:

D. RELATIONSHIP WITH THE BOARD – The effective administrator

1. keeps the Board informed on issues, needs and the operation of the school system
2. offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis
3. provides the Board with adequate time to review background material prior to making decisions
4. interprets and executes the intent of Board policy
5. supports Board policy and actions to the public and staff
6. has a harmonious working relationship with the Board
7. remains impartial toward the Board, treating all Board members alike

COMMENTS:
E. BUSINESS/FINANCE/RECORDS – The effective administrator

1. maintains well established budget planning and preparation procedures
2. determines that funds are spent wisely, and that adequate control and accounting procedures are maintained
3. keeps informed on the needs of the district instructional program, plant, facilities, equipment and supplies
4. supervises district operations, insisting on competent and efficient performance
5. evaluates financial needs and makes recommendations for adequate financing
6. prepares annual budget, along with business manager, and presents rationale to the Board

COMMENTS:

F. INSTRUCTION – The effective administrator

1. provides for curriculum and program planning
2. provides for the appropriate involvement of staff and outside resource people in the above processes
3. provides for the establishment of clear, meaningful performance expectations for all instructional personnel, and accurate and objective continuing evaluations of the performance of all instructional personnel
4. coordinates continuous evaluation of the instructional programs
5. analyzes, evaluates and recommends new teaching methods to the Board of Education when appropriate based on criteria of highest quality, reasonable cost and most effective benefit to the school population
6. procedures for obtaining high staff performance levels or correcting performance deficit are effectively implemented

COMMENTS:
Below are listed the stated School Board goals for this school year. In the comment section describe the progress which has been made under the administrator’s leadership to achieve these goals.

GOALS:

COMMENTS:
# PERFORMANCE RATING FOR DISTRICT ADMINISTRATOR

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>WEIGHT</th>
<th>RATING</th>
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<tr>
<td>LEADERSHIP</td>
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<td>PUBLIC RELATIONS</td>
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<td>COMMUNITY &amp; HUMAN RELATIONS</td>
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<td>RELATIONSHIP WITH BOARD</td>
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<td>BUSINESS/FINANCE/RECORDS</td>
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<td>INSTRUCTION</td>
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**FINAL RATING ____________**

**RATING SCALE**

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- Weight Column = The value placed on each characteristic by the Board
- Rating Column = School Board member rating of district administrator; from a low of 1 to a high of 5

Weight x Rating = Weight Rate

Maximum Rating = 500
Board Member: _____________________ (optional)

Please note: This information will be shared with the Superintendent.

Please give a letter grade as to your perception of Dr. Evert's performance. Additional comments are encouraged - use additional pages if needed.

Grade

_____ 1. Meets Board expectations for implementing Board goals.
(Please see attached sheet with Board goals)

Comments:

_____ 2. Communicates to various publics the need for district commitment to increasing student achievement and learning, encouraging diversity via positive human relations programs, and encouraging and supporting parent involvement in our schools.

Comments:

_____ 3. Continues to monitor implementation of Beyond 2005.

Comments:

_____ 4. Continues to monitor major projects currently underway including, i.e.: academic standards, High School Design Team, discipline task force, attendance, Beyond 2005, new Facilities Plan, expulsion issue, etc.

Comments:

(over)
5. Determines level of staff and community awareness and comfort regarding health and safety issues in our schools (discipline, health, expulsions, etc.) - places greater emphasis on school safety plans and staff training as related to plans.

Comments:


Comments:

7. Board communications - communication with Board Members, follow-up on requests, Board packets, Board agendas, Status Reports, etc.

Comments:

8. Media relations - interacts with media in positive and effective manner.

Comments:

9. Community relations - interacts with community in positive and effective manner.

Comments:

10. Leadership with Principals - Directors, Business, Human/Administrative Services, Curriculum & Instruction and Student Services Departments.

Comments:

Thank you. Please return to Board President Wolfe by November 22.

D:\MyDocs\Diane\Evaluations\EVALFORM 2002.doc
ADMINISTRATIVE APPRAISAL OF:

ADMINISTRATOR’S NAME & TITLE

MENU OF SIGNIFICANT RESPONSIBILITIES AND STATEMENTS OF EVIDENCE
APPRAISAL RATING SCALE

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The five (5) appraisal categories are as follows:

- Planning
- Organizing
- Leading
- Supervising
- Job Knowledge

Appraisal will be based on the administrator’s job description and goal accomplishments as related to the five (5) appraisal categories.

Each category and goal(s) progress/accomplishment(s) will be rated individually.

A summary appraisal rating will also be identified on the administrator.
PLANNING

Planning refers to actions taken by administrators to reduce uncertainty and risk associated with the future. Planning is the management function by which administrators influence the future direction of a) the district, b) its divisions, departments, and schools, and c) programs, projects, and activities.

**Significant Responsibilities**

Anticipates future needs and develops strategies to meet those needs.

Establishes criteria for judging the success of planned programs and projects.

Identifies potential problem areas, considers alternative solutions, and anticipates their consequences.

**Statements of Evidence**

- Involves staff in assessing future needs and seeks their ideas as to how best to meet those needs.
- Develops contingency plans.
- Identifies priorities.
- Provides both long- and short-range plans with specific goals and objectives.
- Develops logical and effective sequence of action steps.

- Builds evaluation components into projects.
- Seeks feedback concerning impact of new programs.

- Involves staff in considering alternatives.
- Gathers and uses data to resolve problems.
- Assesses cost implications when making decisions.

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ORGANIZING

Organizing refers to the management function of translating plans into action. It is a matter of deciding who will do what, when and how to achieve identified objectives.

**Significant Responsibilities**

- Builds network for collaborative problem solving and decision making.
- Manages time effectively to carry out responsibilities and assignments.

**Statements of Evidence**

- Involves appropriate participants in decision making and problem solving.
- Clarifies who is responsible for what and delegates authority.
- Keeps tasks on schedule.
- Meets deadlines.
- Acts in a timely manner.
- Follows through on requests from subordinates and peers in a timely manner.
- Conducts productive, time-efficient meetings.

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LEADING

Leading refers to the management function of mobilizing and motivating others in the day-to-day performance of their jobs. It involves interacting with others in ways that facilitate the accomplishment of work tasks.

**Significant Responsibilities**

Facilitates cooperative decision making by actively involving participation of others.

Plays role of change agent.

Fosters teamwork.

**Statements of Evidence**

- Manages conflict in a constructive manner.
- Seeks views of subordinates prior to making decisions.
- Shows ability to analyze himself/herself objectively in terms of leadership, performance, and professional growth.
- Tests for agreement and commitment to decisions.
- Listens and communicates effectively.
- Motivates others to excel.
- Acts as a liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
- Demonstrates the ability to offer input toward district decisions.
- Provides leadership in the development and implementation of in-service and staff development opportunities.
- Shows respect, courtesy and sensitivity toward the ideas of others.
- Accepts and provides for individual differences.
- Gives and receives feedback constructively.
- Encourages cooperation and collegiality.
- Coordinates staff as a cohesive work unit.
- Sets and maintains a climate that demonstrates acceptance and trust in self and others.
- Encourages staff to raise questions and express opinions.

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SUPERVISING

Supervising refers to those actions designed to assure that what is actually achieved is what was intended. It involves comparing actual results to desired results and making adjustments to bring performance in line with planned expectations. Supervising is done with programs and projects as well as with personnel.

Significant Responsibilities

Reviews staff performance and brings performance in line with expectations.

Administers policies and procedures in a consistent and uniform manner.

Provides effective direction to subordinates.

Statements of Evidence

• Defines specific performance standards.
• Conducts performance reviews.
• Provides counseling, coaching and/or training to staff.
• Provides for conditions conducive to the establishment and maintenance of good morale.
• Facilitates the realization of personal and professional goals of staff members.
• Provides for a continuing development of instructional techniques.
• Assists staff personnel in improving their instructional methods and techniques.
• Participates in the development, implementation, and evaluation of the instructional program.
• Recognizes and reinforces good performance.

• Provides for the ongoing review, evaluation and development of rules, guidelines, procedures and practices consistent with the policies and decisions of the Board of Education and administrative directives.
• Makes decisions based on data.
• Decisions are made in a fair and equitable manner.

• Remains calm and effective during periods of stress and emergency.
• Brings excitement and enthusiasm in the performance of duties.
• Functions well under pressure.
• Clearly defines and explains what is expected of staff members.
• Participates in the orientation of new personnel to the District and to the school.
• Creates positive change in attitudes and motivates others to contribute toward organization goals.
- Encourages initiative and resourcefulness among staff.
- Allocates and uses resources effectively.
- Encourages initiative and resourcefulness among staff.
- Monitors budgetary expenditures.
- Determines cost effectiveness of programs and projects.
- Involves staff in development of budget.
- Prepares and submits budgetary requests.
- Monitors the expenditure of funds.

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JOB KNOWLEDGE

Job Knowledge refers to the understanding an administrator has of the professional/technical content associated with his/her position. It involves using professional/technical information and methods to fulfill the purposes of a particular job position.

**Significant Responsibilities**

- Applies appropriate professional/technical information and methods in performing tasks.
- Participates in activities which keep job knowledge current and expanding.

**Statements of Evidence**

- Uses up-to-date information in making decisions.
- Is active in professional organizations.
- Keeps informed of developments in the profession by attending professional meetings, reading professional journals, maintaining membership in professional organizations, and/or enrollment in graduate education courses/continuing education activities.

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### ADDITIONAL APPRAISAL COMMENTS:

### SUMMARY APPRAISAL RATING

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SIGNED: ___________________________________________  DATE: _________________
Administrator

SIGNED: ___________________________________________  DATE: _________________
Evaluator

12/02

dkh/EVALUATIONS/Evaluation
INSTRUCTIONS: In order to evaluate performance, the administrator’s responsibilities have been organized into six categories. Each board member is asked to evaluate the administrator on each of the items cited in each of the categories using a scale ranging from 1 to 6. Areas that are not applicable should be left blank.

PERFORMANCE

A. RELATIONSHIPS WITH THE BOARD

1. Keeps the Board informed on issues, needs, and operation of the School District
   1 2 3 4 5 6

2. Offers professional advice to the Board items requiring board action, with appropriate recommendations based on thorough study and analysis.
   1 2 3 4 5 6

3. Interprets and executes the intent of policy.
   1 2 3 4 5 6

4. Seeks and accepts constructive evaluation of his work.
   1 2 3 4 5 6

5. Has a harmonious working relationship with the Board.
   1 2 3 4 5 6

6. Accepts his responsibility for maintaining liaison with the personnel, Board and the public.
   1 2 3 4 5 6

7. Remains impartial toward the Board, treating all Board members alike and refrains from criticism of individual or group members of the Board.
   1 2 3 4 5 6
8. Goes to the board when he feels a serious difference of opinion exists
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

9. Acts on own discretion if action is necessary in any matter not covered by board policy, reports such action to the Board as soon as practicable, and recommends Policy in order to provide guidance in the future.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

B. COMMUNITY RELATIONS

1. Solicits and gives attention to problems and opinions of groups and individuals.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

2. Develops friendly and cooperative relationships with news media.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

3. Works effectively with public and private agencies.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

4. Makes himself available to meet with community and school groups.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

5. Ability to identify and manage sensitive intra- and inter-organizational politics and human relations. Has a positive public image and works well with the public.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

C. STAFF AND PERSONNEL RELATIONSHIPS

1. Develops and executes sound personnel procedures and practices.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6

2. Develops good staff morale and loyalty to the organization.
   Unsatisfactory  Satisfactory  Exceptional
   1  2  3  4  5  6
Page 3 – Administration Evaluation

<table>
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<tr>
<th></th>
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<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exceptional</th>
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<tbody>
<tr>
<td>3.</td>
<td>Delegates authority to staff members appropriate to the position each holds.</td>
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<tr>
<td>4.</td>
<td>Recruits and assigns the best available personnel in terms of their competencies.</td>
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<tr>
<td>5.</td>
<td>Encourages participation of appropriate staff members and groups in planning programs and services.</td>
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<tr>
<td>6.</td>
<td>Provides for the supervision and evaluation of staff members.</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>7.</td>
<td>Meets and confers with leaders of employee organizations representing the interest and will of the Board.</td>
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<tr>
<td>8.</td>
<td>Periodically visits schools to talk informally with teachers and pupils.</td>
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<tr>
<td>9.</td>
<td>Ability to work closely and cooperatively with others to achieve results. Focuses on contributions to the total organization and is loyal to organizational goals and directions.</td>
<td>1</td>
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D. BUSINESS AND FINANCE

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<tbody>
<tr>
<td>1.</td>
<td>Keeps informed on needs of the program plan, facilities, equipment and supplies.</td>
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<tr>
<td>2.</td>
<td>Determines that funds are spent wisely, and adequate control and accounting are maintained.</td>
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<tr>
<td>3.</td>
<td>Evaluates financial needs and makes recommendations for adequate financing.</td>
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</table>
E. PERSONAL QUALITIES

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<tr>
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<th>Un satisfactory</th>
<th>Satisfactory</th>
<th>Exceptional</th>
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<tbody>
<tr>
<td>1. Demonstrates ability to work well with individuals and groups.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>2. Maintains poise and emotional stability in the full range of his professional activities.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>3. Writes clearly and concisely.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>4. Ability to speak in a clear, understandable manner so that others grasp the message.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>5. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>6. Able to deal with others in a tactful, diplomatic and polite manner. Has a genuine interest in people.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>7. Maintains his professional development by reading, coursework, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>8. Ability to identify a problem, secure necessary information, analyze optional solutions and render an appropriate decision.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>9. Able to make decisions with certainty and self-assurance, and to commit one’s self under ambiguous circumstance.</td>
<td>1 2 3 4 5 6</td>
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</tbody>
</table>
G. Comments: Please provide specific examples.

1. Relationships with the Board

2. District administrator relationships

3. Staff and personnel relationships

4. Special education rules and regulations

5. Business and finance

6. Personal qualities

7. Overall summary of administrator

Unsatisfactory Satisfactory Exceptional

1 2 3 4 5 6

________________________________________
Signature

________________________________________
Date
# Medford Area Public School District

## District Administrator Evaluation

<table>
<thead>
<tr>
<th>Area 1: Vision and Planning - the district administrator:</th>
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<th>2</th>
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<th>N/A</th>
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<tbody>
<tr>
<td>1. Assists and supports the board in developing strategic processes for creating a vision for student achievement.</td>
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<tr>
<td>2. Assists and supports the board in adopting and communicating goals to support the vision.</td>
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<tr>
<td>3. Assists and supports the board with alignment of decision making to support the vision.</td>
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<tr>
<td>4. Recommends policies and processes to implement and support the vision.</td>
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<tr>
<td>5. Monitors progress toward the vision by providing the board with information regarding student achievement.</td>
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</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Area 2: Standards Process - the district administrator:</th>
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<tbody>
<tr>
<td>1. Informs the board regarding state and local standards.</td>
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<td>2. Implements processes which ensure that curriculum, instruction and assessment are aligned with student achievement standards.</td>
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<tr>
<td>3. Recommends policies and practices which support the student achievement standards.</td>
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<tr>
<td>4. Communicates standards and student information to parents, staff, students and community.</td>
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<td>5. Advocates for student achievement publicly and privately.</td>
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<tr>
<td>6. Makes recommendations for budget, allocation of resources, professional development and other procurements that are aligned to the standards for student achievement.</td>
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<td>7. Evaluates instructional programs for revision based on changing student needs and/or program effectiveness.</td>
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Comments:

<table>
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<tr>
<th>Area 3: Student Assessment - the district administrator:</th>
<th>0</th>
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<tbody>
<tr>
<td>1. Provides resources, information and other items necessary for the board to understand a comprehensive assessment system.</td>
<td></td>
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<td>2. Provides staff development on the district’s assessment measures, including use of data and student performance analysis.</td>
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<td>3. Communicates the use of assessment data to the total school community.</td>
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<td>4. Provides budget recommendations to implement and evaluate assessment measures.</td>
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<tr>
<td>5. Recommends new or revisions to, policies which support the district’s assessment system.</td>
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Comments:

<table>
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<tr>
<th>Area 4: Accountability - the district administrator:</th>
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<th>2</th>
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<tbody>
<tr>
<td>1. Recommends/implements an accountability process based on the district’s goals, student achievement and other important factors that includes student achievement, staff evaluation and professional development.</td>
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<tr>
<td>2. Works with the board to identify accountability measures to be used in the superintendent’s evaluation.</td>
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<td>3. Implements programs to identify teachers whose students fail to make gains in student achievement and recommends follow-up procedures.</td>
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<td>4. Implements programs to identify teachers who perform above standard for recognition.</td>
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<tr>
<td>5. Communicates student achievement and district performance data related to goals and standards to the public annually.</td>
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<td>6. Assists the board in complying to state accountability measures.</td>
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### Area 5: Alignment - the district administrator:

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<tbody>
<tr>
<td>1.</td>
<td>Provides information for the board that allows the board to understand and respond to issues and employ resource alignment which supports student achievement.</td>
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<td>2.</td>
<td>Ensures that curriculum alignment supports district priorities.</td>
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<tr>
<td>3.</td>
<td>Delegates authority and responsibilities that improve student achievement as appropriate.</td>
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<tr>
<td>4.</td>
<td>Recommends policies and resource allocation that supports needs of all students, regardless of cognitive, social, emotional or learning abilities.</td>
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<td>5.</td>
<td>Ensures a staff development process that advances the student achievement priorities of the district.</td>
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<tr>
<td>6.</td>
<td>Recommends curriculum and technology that support instructional priorities.</td>
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<td>7.</td>
<td>Recommends facility allocations that support student achievement goals.</td>
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<td>8.</td>
<td>Recommends programs for deletion based on analysis of data and district priorities.</td>
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<tr>
<td>9.</td>
<td>Communicates the relationship between standards and the curriculum to the total school community.</td>
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<tr>
<td>Comments:</td>
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### Area 6: Climate - the district administrator:

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<tbody>
<tr>
<td>1.</td>
<td>Ensures employment of qualified staff.</td>
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<tr>
<td>2.</td>
<td>Develops and revises policies to meet student achievement goals and to ensure recruitment and retention of qualified staff.</td>
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<tr>
<td>3.</td>
<td>Monitors and provides recommendations to the board on programs designed to meet special instructional needs.</td>
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<td>4.</td>
<td>Recommends and oversees implementation of regular recognition of students and staff.</td>
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<td>5.</td>
<td>Works with board president to develop an agenda which is focused on the alignment of discussion and responsibility to student achievement.</td>
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<td>6.</td>
<td>Models respect and a commitment to continuous learning.</td>
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<td>7.</td>
<td>Serves as an advocate for student achievement with local, county, state and federal officials.</td>
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<td>8.</td>
<td>Works with the board to orientate new board members.</td>
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<td>9.</td>
<td>Recommends policies for development or revision to ensure a safe and orderly learning environment in all schools.</td>
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<td>10.</td>
<td>Models openness in relationships with all stakeholders.</td>
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### Area 7: Collaboration - the district administrator:

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<tbody>
<tr>
<td>1.</td>
<td>Supports the board in appropriate decision making.</td>
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<td>2.</td>
<td>Keeps the board and others informed about district progress.</td>
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<td>3.</td>
<td>Assists the board in advocacy efforts by arranging meetings, providing needed data and information, and scheduling other activities as necessary.</td>
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<td>Comments:</td>
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## Area 8: Continuous Improvement - the district administrator:

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<tbody>
<tr>
<td>1.</td>
<td><em>Recommends</em> changes to instructional programs consistent with board goals as indicated by student data or staff input.</td>
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<tr>
<td>2.</td>
<td><em>Provides</em> professional development information to the board to build understanding of information provided by state and federal legislation, student data, legal authority or others.</td>
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<tr>
<td>3.</td>
<td><em>Recommends</em> policies and practices that support continuous improvement.</td>
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<tr>
<td>4.</td>
<td><em>Communicates</em> the process and results of the district’s continuous improvement efforts to the stakeholders/community.</td>
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</table>

Comments:
SUPERSINTENDED EVALUATION

An evaluation of the superintendent's performance shall be conducted annually by the Board. The evaluation shall be based on the district administrator's duties and responsibilities as outlined in the job description and such performance objectives as may be agreed to by the Board and superintendent.

The Board shall provide a written evaluation summary to the superintendent in a conference with the full Board. There will be a complete and frank discussion of all items on the evaluation summary to enable the superintendent to have a thorough understanding of the evaluation conclusions. Strengths of the superintendent shall be discussed and areas of improvement shall be suggested.

Such evaluation shall be carried out in conjunction with the annual evaluations of the Board and administrative staff.

LEGAL REF.: Sections 118.24 Wisconsin Statutes
121.02 (1)(q)

CROSS REF.: 221 Superintendent Job Description
225.1P Superintendent Evaluation Procedures

ADOPTED: September 10, 1991

REVIEWED: July 1996
SUPERINTENDENT ANNUAL EVALUATION

Directions - Below are listed broad skill areas to aid in the evaluation of the Mellen District Superintendent. Within each broad category, specific skills are identified which are offered as a means of focusing the evaluation process. Rate each broad category on a 5 to 1 scale with 5 being the highest rating. In the "comments" section, elaborate on skills that represent particular strengths of the superintendent or explain any areas in which changes or improvements might be suggested. There is no need to address all skills in each category.

(Rate from 5 to 1) on:

I. **Leadership** - The effective superintendent:
   - Solicits ideas from others when appropriate.
   - Makes decisions when necessary.
   - Establishes and updates personal and program goals.
   - Involves staff in opportunities for professional growth.
   - Delegates responsibility.
   - Evaluates the administrative staff.

**Rating _____**

**COMMENTS:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

II. **Communication** - The effective superintendent:
   - Interacts with others as an active listener.
   - Provides clear written and verbal explanations and directions.
   - Responds promptly.

**Rating _____**

**COMMENTS:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________


III. Planning - The effective superintendent:
   Shows written evidence of long and short range goal setting.
   Is flexible in dealing with emergencies.
   Encourages staff involvement in the planning process.
   References important budgetary considerations in the planning process.
   Is organized.
   Is punctual.
   Develops and participates in a meaningful staff development program.

   Rating _____

   COMMENTS:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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   __________________________________________________________

IV. Public Relations - The effective superintendent:
   Presents a positive public image.
   Regularly attends school functions.
   Establishes a plan of communication with the public
   Provides avenues for parent/community input.
   Utilizes community resources.
   Addresses parent/public concerns in an open and honest manner.
   Supports a community education philosophy.
   Is personally involved in community activities.

   Rating _____

   COMMENTS:
   __________________________________________________________
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V. Human Relations - The effective superintendent:
   Interacts with staff in a respectful and supportive manner.
Confronts inappropriate activities in a firm and fair manner.
Supports a humane approach to students and staff.
Is accessible to discuss problems.
Provides positive reinforcement when appropriate.

COMMENTS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

VI. Cooperation - The effective superintendent:
Attempts to create a climate to minimize conflict.
Strives to achieve established District goals.
Serves as a resource to resolve conflicts.
Accommodates special circumstances.
Serves as a supportive leader on the District Administrative team.

COMMENTS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

VII. Board Relations - The effective superintendent:
Keeps the Board informed on issues, needs, and the operation of the school system.
Offers professional advice to the board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
Provides the Board with adequate time to review background material prior to making decisions.
Interprets and executes the intent of Board policy.
Supports Board policy and actions to the public and staff.
Has a harmonious working relationship with the Board.
Remains impartial toward the Board, treating all Board members alike.

COMMENTS:
________________________________________________________________________
________________________________________________________________________
VIII. **Business and Finance** - The effective superintendent:
Maintains well established budget planning and preparation procedures.
Determines that funds are spent wisely and that adequate control and accounting procedures are maintained.

Rating _____

Keeps informed on the needs of the District instructional program.
Supervises District operations, insisting on competent and efficient performance.
Evaluates financial needs and makes recommendations for adequate financing.

COMMENTS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

IX. **Instruction** - The effective superintendent:
Provides for curriculum and program planning.
Provides for the appropriate involvement of staff and outside resource people in the above processes.

Rating _____

Provides for the establishment of clear, meaningful performance expectations for all instructional personnel and accurate objective continuing evaluations of the performance of all instructional personnel.

COMMENTS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Finally, below list any suggestions for improvement that you wish to offer to the Superintendent. As a minimum, any skill that has been evaluated as unsatisfactory should be addressed in this section.

Rating Totals -

- Leadership
- Communication
- Planning
- Public Relations
- Human Relations
- Cooperation
- Board Relations
- Business and Finance
- Instruction

- TOTAL RATING

LEGAL REF: Section 121.02 (1) Wisconsin Statutes
PI 8.01 (2) (q) Administrative Code

ADOPTED: September 10, 1991

REVIEWED: July 1996

REVISED: January 9, 2001
Mellen Public School
School Board Policy

225.1P

SUPERINTENDENT EVALUATION PROCEDURES

The Board of Education shall evaluate the Superintendent's performance as follows:

1. Once each year, between March and June, the Superintendent will meet with the Board to establish a minimum of three district or personal goals which will be addressed during the coming school year. Because of the strong possibility that the discussions related to goal setting may involve personnel and/or personal considerations, the discussion will be in Closed Session. However, when appropriate, the finalized goals will be acted upon in Open Session and made public through proper sources. It is the Superintendent's responsibility to submit recommended goals to the Board as part of the agenda during this meeting.

2. Once each year, in January, the Board and Superintendent will jointly review the Superintendent's job description as outlined in the district policies to ensure that it accurately reflects both Board expectations and the realities of the Superintendent's day-to-day responsibilities. When appropriate, the job description will be modified through official Board action.

3. Each January, the Board will review the Superintendent's performance and prepare a written evaluation of the Superintendent's performance based on:

   a. Strengths and weaknesses identified by Board members in fulfilling responsibilities outlined in the Superintendent's Job Description, and the Superintendent's Evaluation Form.
   b. Progress toward Board approved goals for the school year.
   c. Other goals or concerns agreed on by the Board and Superintendent.

4. Each Board member will complete a written evaluation which we submitted to the Superintendent in Closed Session at the specified January meeting. During the Closed Session, each member will have the opportunity to comment on particular aspects of their evaluation and the Superintendent will also be given the opportunity to react to the evaluation in general or parts of the evaluation process. A copy of each evaluation will be given to the Superintendent and one copy will be kept on file by the Board President or the Board's designee.

5. All evaluation meetings will be in Closed Session and all evaluation reports will be treated as confidential in accordance with Wisconsin Statute (19.85(1)).
6. As necessitated by changing conditions, the Board and Superintendent will review both the Board-Superintendent relationship and the evaluation process as an ongoing process.

The Board may use the results of the annual evaluations of the Superintendent in decisions regarding renewal of the Superintendent's contract and compensation of the Superintendent.

LEGAL REF.: Section 121.02 (1) Wisconsin Statutes
             PI 8.01 (2) (q) Administrative Code

ADOPTED:    September 10, 1991

REVIEWS:    July 1996
C - PERSONNEL

JOB DESCRIPTION FOR DISTRICT ADMINISTRATOR

Title: District Administrator

Reports to: Board of Education

Qualifications: Required licensure from the Wisconsin D.P.I. for the position of District Administrator (WI #05). Qualifications include (but are not limited to) experience in the listed examples of responsibilities.

Job Goal: It is the goal of the district administrator to operate and manage an educational program and environment that will provide the best educational opportunities for students within the guidelines established by the Board of Education on behalf of the district electorate. The district administrator is the administrative head of the school district and executive officer of the Board of Education, to which he/she is solely responsible. The district administrator shall have general supervision and management of all aspects of school district operations. He/she may delegate responsibility for administering various segments of school district operations but shall be responsible to the board for the results produced.

RUBRIC/RATING SCALE

The District Administrator's Major Areas of Responsibility are:

1. Advising the board and making written recommendations to the board on programs, policies, budget and other district matters.
2. Attending board meetings and selected committee and advisory council meetings as presence is required.
3. Preparing (after consultation with the board's president) agendas for all board and district meetings.
4. Providing reports to the board on progress, programs and problems of district operations.
5. Interpreting needs of the district to the board.
6. Assisting the board with informing and enlisting the support and understanding of the residents of the school district.
7. Interpreting educational programs and their results to the community.
8. Providing press with information it needs to report on school district programs effectively.
9. Maintaining relationships beneficial to the district with local and state public leaders.
10. Interpreting policies and actions of the board to the staff.
11. Recommending for approval by the board job descriptions for assistant superintendents and business managers; approving job descriptions as needed for all other district positions.
12. Making recommendations for hiring, nonrenewing or dismissing staff and bringing resignations of staff to the board.
13. Assigning, transferring, promoting and disciplining of staff; delegating and defining duties of staff.
14. Evaluating effectiveness of individual middle management personnel to the board in a written annual report.
15. Supervising and evaluating the instructional program.
16. Implementing policy and philosophical directions established by the board.
17. Developing and implementing short and long-range planning.
18. Other duties as assigned.

COMMENTS:

GOAL COMPONENTS:
SUMMARY STATEMENT(S):

ON BEHALF OF THE BOARD

By__________________________________________  ________________________________

DISTRICT ADMINISTRATOR

______________________________________________  ________________________________
ADMINISTRATOR EVALUATION

The Merton Community School District Board of Education, meeting in closed session on ________________________, has completed the following evaluation of ________________________, District Administrator.

Each Board member shall assess the overall performance of the District Administrator by entering the appropriate rating for each administrative responsibility or goal listed below. In the space proved, enter written comments as appropriate to give constructive direction to the District Administrator for the future performance of his/her job.

Evaluation Scale:

5 – The District Administrator is outstanding
4 – The District Administrator exceeds expectations
3 – The District Administrator meets expectations
2 – The District Administrator needs to improve
1 – The District Administrator is unsatisfactory

SECTION I - Activities performed or directed by the District Administrator in the day-to-day operation of the school.

1. Board/Administrator Relationships 5 4 3 2 1
   • Keeps the board well informed.
   • Provides information for the board to make decisions.
   • Supports and implements board decisions.

Comments:

2. Community Relations 5 4 3 2 1
   • Promotes a positive image of the school district to the public.
   • Oversees the release of information and communications.
   • Is readily accessible to school employees, various community groups, parents, school board members and others.

Comments:
3. Personnel Management  
- Recruits and assigns the best available personnel.  
- Develops and executes sound personnel policies and practices.  
- Implements quality staff development program.

Comments:

4. Fiscal Planning and Management  
- Guides the process of fiscal planning and budgetary development, interpretation, and implementation.  
- Makes recommendations for cost effective management of all phases of district operations.  
- Provides the board with periodic fiscal and financial control reports summarizing business of the school district.

Comments:

5. Management of Building and Grounds  
- Oversees and administers the use of all district facilities and property.  
- Oversees implementation and updating of long-range plan.  
- Provides for advance planning and makes recommendations relative to school closings, boundary changes, school site selection, building renovation and school construction.  
- Provides for the ongoing maintenance and upkeep of all school facilities, properties and equipment.

Comments:
6. Oversees the Improvement of Student Academic Achievement/Behavior

- Provides professional advice to the board about the educational program and alternatives.
- Monitors and assesses the effectiveness of instructional programs and materials.
- Initiates, modifies and discontinues programs and materials.
- Keeps abreast of trends and developments in curriculum and instruction.

Comments:

7. Problem Solving and Decision Making

- Seeks input from appropriate people.
- Searches for and recognizes appropriate solutions to problems.
- Seeks and considers multiple solutions to problems.
- Analyzes outcomes of various solutions.

Comments:

SECTION II - Specific goals and milestone dates as established by the Administrator.
Dated this _____ of ___________________.

____________________________________
Merton Community School District

____________________________________
District Administrator

Adopted: January 17, 2000
Reviewed: December 21, 2000
DISTRICT ADMINISTRATOR EVALUATION

The District Administrator shall be evaluated in written form at least once each year by each Board member. The form used for the evaluation shall be one adopted by the Board for such purpose.

The time limitations for such evaluations shall be established by the Board President, but should not extend beyond July 1 of each year so that any recommended adjustments may be made by the Administrator prior to the January meeting at which contract considerations are discussed.

The Board’s Executive Committee comprised of the President, Vice President and Clerk, shall summarize the evaluations of individual Board members. The summary evaluation will be submitted to the Board for approval and will be reviewed with the District Administrator at a meeting within two (2) weeks of the date the summary evaluation was approved by the Board. Individual Board member’s evaluations will be superseded by the Board’s summary evaluation upon approval and signature by a majority of the Board. Board members who rate by category as “Needs Improvement” must provide specific and factual information on their evaluation form. Failure to do so may result in that rating being excluded from the Board Summary Evaluation.

This policy shall not supersede the right of the Board to orally inform the Administrator of immediate concerns at any such time as might be deemed proper and appropriate.

CROSS REFERENCE: 225-E1 Exhibit 1-Rating Scale And Criteria
225-E2 Exhibit 2-District Administrator Evaluation Form
231 District Administrator Job Description

LEGAL REFERENCE: Sections 118.24 Wisconsin Statutes
121.02 (1) (q) Wisconsin Administrative Code
PI 8.01 (2) (q) Wisconsin Administrative Code

Approved: 01/16/95
Revised: 05/19/97
Revised: 06/01/98
Revised: 01/15/01
Revised: 09/16/02
RATING SCALE AND CRITERIA
FOR DISTRICT ADMINISTRATOR EVALUATION FORM

The following Performance Rating Scale shall be used to judge the performance of the District Administrator in each competency area designated in the administrator’s job description. The performance rating notations and a description of their application are as follows:

<table>
<thead>
<tr>
<th>Rating Number</th>
<th>Rating Notation</th>
<th>Rating Criteria/Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding</td>
<td>Performance consistently exceeds expectations of stated position requirements and objectives; manifests an exceptional degree of initiative and innovation; an unquestionable strength.</td>
</tr>
<tr>
<td>P</td>
<td>Proficient</td>
<td>Performance is competent and capable.</td>
</tr>
<tr>
<td>NI</td>
<td>Needs Improvement</td>
<td>Performance fails to meet expectations of position requirements. Specific and factual information must be provided to support this rating.</td>
</tr>
<tr>
<td>CE</td>
<td>Cannot Evaluate</td>
<td>Insufficient information or experience to evaluate performance in this area.</td>
</tr>
</tbody>
</table>

CROSS REFERENCE:  
- 225 District Administrator Evaluation  
- 225-E2 Exhibit 2-District Administrator Evaluation Form  
- 231 District Administrator Job Description  

Adopted: 01/15/01  
Revised: 09/16/02
NORTHLAND PINES SCHOOL DISTRICT
DISTRICT ADMINISTRATOR EVALUATION

Administrator: ________________________ Date: ________________________
Evaluator: ____________________________

Rating Code
O = Outstanding
P = Proficient
NI = Needs Improvement
CE = Cannot Evaluate

RELATIONSHIP WITH THE BOARD

_____ Carried out the mission and vision of the Board
_____ Kept the Board informed of meetings, activities, progress and problems
_____ Facilitated the decision making process
_____ Implemented Board goals and objectives
_____ Advised the Board in the formulation, evaluation, revision and execution of policies

_____ Advised the Board on the formulation and execution of contracts

Comments:

SERVICES

_____ Ensured the curriculum reflected the mission, beliefs, and educational philosophy of the Board
_____ Served as an advocate for students and their educational programs
_____ Maintained high student standards, curriculum, instruction and assessment
_____ Established policies and procedures for students’ rights, responsibilities and discipline

_____ Maintained fair and equal treatment of students
_____ Supervised the promotion of students
_____ Processed expulsion recommendations
_____ Resolved student, parent and public issues in a positive manner

Comments:
EFFECTIVE LEADERSHIP OF STAFF

___ Fostered new ideas
___ Acted as a catalyst for change and innovative thinking
___ Ensured that personnel policies were administered fairly and consistently
___ Recommended hiring, promotion and dismissal of all personnel according to Board policy and/or agreements
___ Stayed current and sensitive to the needs of staff and students
___ Worked with district in-service committee on training, staff development and education for all employees
___ Encouraged pride, unity and enthusiasm
___ Set and maintained high standards of excellence and productivity for self and staff
___ Resolved personnel issues in a positive manner

Comments:

MANAGEMENT SKILLS AND ABILITIES

___ Coordinated the management team
___ Planned and directed appropriate courses of action for the district
___ Maintained an organizational system with clear lines of authority and responsibility
___ Guided the day to day operation of the district in accordance with Board policies
___ Maintained a smooth running administrative office
___ Prepared necessary reports and kept accurate records
___ Supervised planning and use of district facilities
___ Followed up on problems and issues

Comments:

COMMUNITY AND PUBLIC RELATIONS

___ Represented the district in a positive and professional manner
___ Actively promoted the district to the public
___ Fostered positive relationships with students, parents, community organizations and governmental agencies and the media
___ Spoke and wrote clearly
PERSONAL AND PROFESSIONAL ATTRIBUTES

- Participated in professional activities
- Upheld and stayed current with state and federal laws
- Kept all matters of a confidential nature in strict confidence
- Maintained high standards of excellence
- Stayed current with changing educational concepts and trends

Comments:

FISCAL MANAGEMENT

- Developed, prepared, presented and administered the district budget
- Monitored the financial records on a regular basis
- Maintained a balanced budget
- Informed the Board of the status of the budget
- Identified issues likely to have a significant impact on the budget
- Conducted business transactions according to ethical and legal standards
- Obtained bids or quotations when required

Comments:
<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted</td>
<td>12/19/94</td>
</tr>
<tr>
<td>Reviewed</td>
<td>05/19/97</td>
</tr>
<tr>
<td>Revised</td>
<td>10/26/98</td>
</tr>
<tr>
<td>Revised</td>
<td>01/15/01</td>
</tr>
<tr>
<td>Revised</td>
<td>09/16/02</td>
</tr>
</tbody>
</table>
FORMAL SUPERINTENDENT EVALUATION REPORT

Superintendent_________________________ School Year__________________

Date of Evaluation______________________________

This formal evaluation report should be used by the superintendent as a guide for future change and improvement. It is designed to aid in the further development of the superintendent’s skills and abilities in working with students, teachers, parents, principals and board members. A great deal of the Board’s responsibility involves maintaining and improving the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the superintendent in improving his/her effectiveness. This evaluation should be viewed as constructive and aimed at one goal - the best possible school program.

Curriculum and Instruction

1. Keep abreast of all developments that affect the educational program.
2. With the cooperation and aid of the principals and other staff members, evaluate the adequacy and currency of the educational program.
3. Subsequent to Board approval, determine that necessary modifications and development of the educational program are effectively carried out.
4. Keep current with educational practices and methods of instruction.
5. Be aware of the quality of the instructional staff through evaluations by the administrative staff.
6. Make provisions for an in service program that meets the needs of the instructional staff.

Comments:
**Operations/Facilities**

1. Develop a cost effective hot lunch program.
2. Assure an effective and safe transportation system.
3. Ascertain the condition, usage and need of school facilities.
4. Ensure the proper maintenance and use of school facilities.
5. Provide adequate protection.
6. Plan future modifications.

**Comments:**

---

**Staff**

1. Ensure the adequate and equitable supervision and evaluation of all employees of the school district.
2. Assume complete responsibility for the supervision and evaluation of the other member of the management team and any other employee directly responsible to him/her.
3. Recruit, select, and assign personnel with the assistance of the other members of the management team with authorization of the School Board.
4. Demote, transfer, or dismiss personnel with assistance of the management team in accordance with School Board Policy and sanction of the School Board.

**Comments:**
Finance

1. Ensure the proper preparation of adequate budget for the district.
2. Allow appropriate expenditures as defined by the budget.
3. Ensure proper investment and protection of district monies.
4. Maintain a sound accounting system.
5. Develop effective and sound purchasing procedures.
6. Oversee the yearly audit of the financial records.

Comments:

School Board Relations

1. Serve as the executive officer of the Board of Education with the responsibility of executing the policies of the Board.
2. Administer the school district in conformity with the adopted policies of the Board of Education, the rules and regulations of the Department of Public Instruction, and the State Laws of Wisconsin.
3. Serve as consultant in the development and evaluation of Board policy.
4. Develop those rules and regulations to govern the routine matters of School District operation.
5. Keep the Board informed of the general condition of the school system and problems requiring Board of Education consideration.
6. Perform those duties that the Board may require.
7. Ensure a cooperative effort between the School Board, the administrators, and the staff.

Comments:
Community:

1. Represent the School District before the public.
2. Exercise leadership that will ensure positive school-community relationships through a cooperative effort by the School Board, the administrators, teaching and support staff personnel.
3. Enlist the support of the electors of the school district.
4. Interpret the philosophy, aims, and objectives of the educational programs.
5. Keep the electors of the School District informed of what is taking place.

Comments:

General

The Superintendent of Schools may delegate to other employees any of the responsibilities and duties that have been entrusted to him/her by the Board of Education. In every instance, he/she shall continue to be responsible and accountable to the Board of Education for the proper execution of the responsibilities and duties that were delegated.

The Superintendent of Schools shall ascertain that all records essential to the operation of the district are maintained, verify that all necessary federal, state, and local reports are properly carried out, and delegate such special duties as may be necessary for the proper reporting and maintenance of said records.

Comments:

Overall comments and recommendations:
The board has discussed this evaluation with the superintendent.
SUPERINTENDENT EVALUATION
JANUARY 4, 2002

RATING CODE
4  Excels in this area
3  Performs well
2  Performs adequately
1  Needs improvement

(CIRCLE ONE)

I. LEADERSHIP
The Superintendent of Schools shall provide the leadership necessary to move the school district in a forward direction that is beneficial to the students and the community it serves.

A. Set example of dedication to children for those employees responsible to him. 4 3 2 1

B. Provides clear and high expectations and direction for those administrators directly responsible to him and accepts responsibility for their actions. 4 3 2 1

C. Provides support and assistance in the fulfillment of those expectations and provides objective evaluations in regard to the same. 4 3 2 1

D. Operates in accordance with the highest standards of the district’s code of ethics. 4 3 2 1

E. Displays appropriate personal characteristics commensurate with the position of responsibility. (i.e. appearance, sense of humor, enthusiasm for job, communications and human relations skills, confidence in own ability, poise in stressful situations.) 4 3 2 1

F. Seeks to foster high morale and cohesiveness among all members of the Board Administrative Team. 4 3 2 1

G. Displays the belief that the public schools are operated for the benefit of the children --- not for board, administrators, teachers or parents. 4 3 2 1

H. Displays courage and convictions to his beliefs. 4 3 2 1

COMMENTS: Please make specific comments. Positive feedback as well as constructive criticism is necessary.

II. ADMINISTRATION
The Superintendent shall provide for the effective administration of the schools within the guidelines established by the philosophy and policies of the Board of Education and the laws of the State of Wisconsin.

A. Provides for the internal organizational structure for the school district. 4 3 2 1

B. Provides for the ongoing review, evaluation and development of rules, guidelines, procedures and practices consistent with the policies of the Board of Education. 4 3 2 1

C. Provides for long range planning in all areas of school operation and time lines for implementation of those plans. 4 3 2 1

D. Coordinates efforts of, and makes effective use of school personnel. 4 3 2 1

E. Demonstrates fairness and consistency in the handling of problems. 4 3 2 1

F. Maintains directly or through delegation such personnel records, pupil accounting records, business records, and other records which are required by law and by Board policy. 4 3 2 1

G. Provides for process and product accountability of all school programs. 4 3 2 1

COMMENTS: Please make specific comments. Positive feedback as well as constructive criticism is necessary.

III. INSTRUCTION
The Superintendent of Schools shall cause the development, implementation and evaluation of all educational programs and methods of instruction. The purpose of said programs will be to meet the educational needs of all children.

A. The Superintendent of Schools shall cause the development, implementation and objective evaluation. 4 3 2 1

B. Provides for appropriate involvement of staff and outside resource people in the above process. 4 3 2 1

C. Provides for the establishment of clear and meaningful performance expectations for all instructional personnel and accurate and objective continuing evaluations of the performance of all instructional personnel. 4 3 2 1

D. Recommends to the Board for its adoption all courses of study, curriculum guides, and textbooks to be used in the schools. 4 3 2 1

COMMENTS: Please make specific comments. Positive feedback as well as constructive criticism is necessary.

IV. BUSINESS MANAGEMENT
The Superintendent of Schools shall cause the business program of the
to assure effective use and management of tax dollars, the proper management and care of school buildings and grounds, and the proper management of food service and transportation programs for students.

A. Provides for the efficient, well coordinated and safe transportation of students in accordance with Board policy and state law.

B. Provides for the accurate projection and preparation of the annual budget and recommends same to the Board of Education, and Fiscal Control Board for approval. Provides for input of teachers, principals, and other staff members in preparation of the budget.

C. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to approval of the Board.

D. Establishes, maintains, and monitors procedures for the purchase of equipment, materials, and supplies.

E. Provides for advance planning and makes recommendations relative to school closings, boundary changes, school site selection, building renovation and school construction.

F. Provides for the ongoing maintenance and upkeep of all school facilities, properties and equipment.

G. Provides suitable instruction and regulations to govern the use and care of school properties by school as well as non-school organizations.

COMMENTS: Please make specific comments. Positive feedback as well as constructive criticism is necessary.

V. PERSONNEL
The Superintendent of Schools shall cause the development of a program of personnel recruitment, employment, development, evaluation and, if necessary, dismissal whereby all employees are dealt with in a spirit of humaneness and equality in accordance with their respective negotiated agreements and appropriate state and federal laws.

A. Provides for the clear understanding of work responsibilities on the part of all school employees.

B. Provides for the development and maintenance of appropriate rules and regulations for all employees to follow as a condition of employment.

C. Provides for the ongoing accurate and objective evaluation of work performance and/or discipline of all employees.
D. Encourages inservice education and staff growth.  
E. Provides for the understanding and enforcement of all negotiated agreements.  
F. Provides recognition of outstanding performance.  
G. Provides for the accurate and ongoing accounting of each employee's personnel record.  
H. Recommends to the Board for final action the employment, promotion, salary changes, demotion, or dismissal of any employee.

**COMMENTS:** Please make specific comments. Positive feedback as well as constructive criticism is necessary.

VI. COMMUNICATIONS AND PUBLIC RELATIONS

The Superintendent of Schools shall cause the development and implementation of a communications and public relations program which shall provide information to and solicit input from all facets of the school community and the school district at large.

A. Is appropriately involved in school and community affairs.  
B. Makes himself readily accessible to school employees, various community groups, parents, school board members and others to interpret school programs, policies and needs.  
C. Communicates directly or through delegation all actions of the Board relating to personnel matters to the employees.  
D. Keeps the public informed about the procedures and the policies of the district's schools.  
E. Provides for representation at all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.  
F. Provides for communication of district planning to the public.  
G. Provides information regarding Board action items to Board Members prior to school board meetings whenever possible.

**COMMENTS:** Please make specific comments. Positive feedback as well as constructive criticism is necessary.

VII. GOAL DEVELOPMENT/IMPLEMENTATION

The Superintendent shall establish annual goals with input from the Board of Education. These goals may be specifically related to the Superintendent's evaluation or may be tied to the Board goal development process. Please rate this year's goals.
A. What We Teach.  
Curriculum match-up to State Standards.  
Curriculum match-up to State Testing.  
Visit every classroom in the district for 30 minutes to view the curriculum in practice.

B. Procedures.  
Review and revise all hiring procedures.  
Implement evaluation program for all support staff.  
Continue Board Policy review and revision.  
Implement new staff handbooks at both schools.  
Implement more in-depth student handbooks at both schools.

C. Accountability.  
Coordinate for Board approval a series of educational consequences and programs for students that are not proficient in the 4th, 8th, and 10th grade testing program.  
Work with Principals, Supervisors, Teachers, and Support Staff employees to be more accountable for their assignments.

COMMENTS on Goal Development/Implementation:
DISTRICT ADMINISTRATOR EVALUATION FORM

Indicate by use of the rating scale your perceptions of the superintendent’s function and/or effectiveness in the following areas: RATING SCALE: - unsatisfactory; - needs improvement; - satisfactory; - superior; - N/A not applicable or insufficient knowledge for evaluation.

Financial:
_____ a. knowledge
_____ b. skills
_____ c. effectiveness (budget preparation and administration)

Public and Community Relations:
_____ a. skills
_____ b. effectiveness

Staff Relationships with:
_____ a. administrative staff
_____ b. teaching staff
_____ c. classified staff

Planning:
_____ a. short range
_____ b. long range

Organization:
_____ a. skills
_____ b. effectiveness

Decision Making:

Professional Preparation and Improvement

Direct Relationship with School Board:
_____ a. communications
_____ b. role delineation
_____ c. Policy implementation

Staff Selection and Supervision:

Educational Leadership:

Other: (areas which you believe to be significant, but which are not included in the above format)

225 Evaluation of Administrative Staff
225.2 Principal Evaluation Form

Approved: November 20, 2002
**EVALUATION INSTRUMENT**  
**DISTRICT ADMINISTRATOR**  
Revised 1/11/93

**Date:**

Administrator _________________________ Evaluator ____________________________

---

### Performance Standards

- **Performance deserves emulation.** Exemplary = 4
- **Performance deserves praise.** Commendable = 3
- **Performance meets expectations.** Satisfactory = 2
- **Performance needs improvement.** Ineffective = 1
- **Performance is not acceptable.** Unacceptable = 0

Rate each item using the above performance standards.

---

**I. Governance and Administration**

---

1. Appropriately keeps the board informed of issues, activities and problems.

2. Effectively organizes and facilitates board meetings and activities.

3. Effectively organizes and directs administrative activities to meet federal, state and local needs.

Comments

---

**II. Fiscal Management**

---

4. Effectively directs the development and approval of the annual budget.

5. Appropriately oversees the management of the annual budget.

6. Effectively identifies trends and needs necessary for long range financial planning.

Comments

---
III. **Educational Program**

_____ 7. Appropriately seeks educator and community input to program planning.

_____ 8. Effectively oversees program development and evaluation guidelines.

_____ 9. Effectively organizes administrative and support services to support the educational program.

Comments

________________________________________________________________________

IV. **Personnel Management**

_____ 10. Effectively directs the hiring, firing and evaluation of all district personnel.

_____ 11. Effectively deploys administrators, teachers and support staff as necessary to accomplish the goals of the school district.

_____ 12. Appropriately supports professional improvement opportunities for all staff.

Comments

________________________________________________________________________

V. **Policy**

_____ 13. Effectively guides the development and enforcement of school district policy.

_____ 14. Appropriately makes decisions and interpretive judgements on matters not directly addressed by school district policy.

Comments

________________________________________________________________________
VI. Public Relations

_____ 15. Effectively establishes and maintains communication channels within the school organization.

_____ 16. Effectively promotes good public relations in the community at large.

_____ 17. Appropriately represents the school district with the general public.

Comments

____________________________________________________

____________________________________________________

____________________________________________________

VII. Buildings and Grounds

_____ 18. Appropriately oversees the planning, safe utilization, and maintenance of the district's buildings, grounds and property.

Comments

____________________________________________________

____________________________________________________

____________________________________________________

VIII. General

_____ 19. Appropriately stays abreast of the latest educational trends.

_____ 20. Readily accepts leadership responsibility for new initiatives.

Comments

____________________________________________________

____________________________________________________

____________________________________________________
IX. **Recommendations and Commendations**

The preceding sections of this evaluation instrument provide an assessment of the administrator's performance. This portion of the instrument provides the opportunity to make suggestions for improvement and to reinforce attributes and accomplishments. Concerns that you have that are not addressed elsewhere on the instrument can be introduced here. Please provide brief responses to each question.

1) What specific recommendations do you have for your administrator to improve performance?

2) What impressed you the most about your administrator's performance this year?

3) What should be the priorities for your administrator over the next year?

4) In what areas has your administrator shown exceptional improvement?

5) What's your major area of concern regarding your administrator's performance this year?

6) Do you have any additional comments regarding your administrator that have a bearing on his or her evaluation?
Date: December 16, 2002

To: All Staff

From: Raymond School Board

Appraisal of Administrator’s Skills

The purpose of this survey is to solicit staff feedback regarding the skills and performance of the administrator. It is intended to be used to help the administrator see him or herself in a new light, identify exemplary performance, and facilitate improved performance.

Please appraise the administrator’s performance by placing the number from five to one which best describes your feelings about his or her performance in the blank preceding the listed skill.

5 = Always
4 = Usually
3 = Sometimes
2 = Seldom
1 = Never

Please submit your responses in the confidential envelope provided to Kathy Stuedemann by the end of this week (Friday, December 20th). Thank you very much for your assistance and input.

Raymond School Board

<table>
<thead>
<tr>
<th>Administrative Skills</th>
<th>Technical Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Demonstrates sufficient technical knowledge.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>_____ Possesses attributes that are associated with administrative position.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>_____ Demonstrates accuracy and acceptable quality in performed work.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________
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______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Organization Skills</th>
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</thead>
<tbody>
<tr>
<td>The administrator</td>
<td></td>
</tr>
<tr>
<td>_____ Plans and gives clear directions.</td>
<td></td>
</tr>
<tr>
<td>_____ Develops and follows a schedule of activities for self and others.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>_____ Secures and disseminates needed materials.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>_____ Organizes and assigns staff.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>_____ Budgets resources-time, space, funds, personnel—so that tasks are accomplished in terms of priority.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>_____ Budgets own time and efforts so that required tasks can be accomplished.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Leadership Skills
The administrator

_____ Is persuasive. 5 4 3 2 1
_____ Is persistent. 5 4 3 2 1
_____ Is competitive. 5 4 3 2 1
_____ Gets others involved in problem solving. 5 4 3 2 1
_____ Guides group to task completion. 5 4 3 2 1
_____ Stimulates optimal performance of others. 5 4 3 2 1
_____ Builds enthusiasm for positive change. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Problem Resolution
The administrator

_____ Identifies the problem. 5 4 3 2 1
_____ Seeks out data. 5 4 3 2 1
_____ Analyzes data. 5 4 3 2 1
_____ Recognizes when a quick decision is appropriate. 5 4 3 2 1
_____ Considers emotional issues involved. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Planning Ability
The administrator

_____ Is goal oriented. 5 4 3 2 1
_____ Is interested in measurable results and effectiveness. 5 4 3 2 1
_____ Is self-motivated. 5 4 3 2 1
_____ Has a commitment to seeing that others are successful. 5 4 3 2 1
_____ Is determined to complete projects. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________

Supervision Skills
The administrator

_____ Focuses on skills and duties as defined in employee’s job description. 5 4 3 2 1
_____ Conferences to reinforce and improve employee performance. 5 4 3 2 1
_____ Writes supervision reports according to district format. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
Oral Communication
The administrator

 _____ Expresses ideas clearly. 5 4 3 2 1
 _____ Is well organized with introduction, conclusion, and supporting details. 5 4 3 2 1
 _____ Uses vocabulary appropriate to audience. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Written Communication
The administrator

 _____ Expresses ideas clearly. 5 4 3 2 1
 _____ Is well organized with introduction, conclusion, and supporting details. 5 4 3 2 1
 _____ Uses vocabulary appropriate to audience. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Sensitivity
The administrator

 _____ Perceives and considers needs, concerns, and problems of others. 5 4 3 2 1
 _____ Is tactful in dealing with people. 5 4 3 2 1
 _____ Builds positive personal relationships. 5 4 3 2 1
 _____ Is receptive to ideas of others. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Stress Tolerance
The administrator

 _____ Where and when appropriate, suspends judgment even under stress. 5 4 3 2 1
 _____ Thinks and reacts intuitively in situations. 5 4 3 2 1
 _____ Displays self-control. 5 4 3 2 1
 _____ Is able to resolve and live with conflict. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Team Skills
The administrator

 _____ Participates in collective problem solving activities. 5 4 3 2 1
 _____ Shares his/her expertise voluntarily. 5 4 3 2 1
 _____ Participates on committees for school and district improvement. 5 4 3 2 1
 _____ Demonstrates positive attitudes and mannerisms when working with others. 5 4 3 2 1

Comments:_____________________________________________________________________________
______________________________________________________________________________________
General
The administrator is someone who…

_____ I would ask for educational answers, advice or help. 5 4 3 2 1
_____ is interested in ideas I suggest. 5 4 3 2 1
_____ I can openly disagree with about an issue. 5 4 3 2 1
_____ encourages me to achieve excellence as an educator or support staff. 5 4 3 2 1
_____ “follows through” with plans, ideas, projects and commitments. 5 4 3 2 1
_____ is objective and fair. 5 4 3 2 1
_____ is genuinely concerned about and committed to facilitating excellence in education at Raymond School. 5 4 3 2 1
_____ provides me the help, support and direction I need to help students and myself succeed. 5 4 3 2 1

Comments:_____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
SUPERINTENDENT EVALUATION

This evaluation is divided into three sections, each weighted according to the importance in the overall evaluation. However, to minimize confusion in using this form, the weighting is done in the final tabulation.

Section A: consists of general performance characteristics compiled from the position description and the district’s administrative philosophy, none of which will vary greatly from year to year.

Section B: contains evaluation criteria derived from the critical work activities of the superintendent. These are given an average weighting between general performance characteristics and the more important goals and objectives performance.

Section C: contains the specific goals of objectives agreed to by the reviewing authorities and the incumbent as requiring special emphasis during the evaluation period. Insofar as possible, these should be quantified (numerically measurable). Because of the importance, these are given the greatest weight.

ASSIGNMENT OF PERFORMANCE RATINGS

Careful consideration should be given in assigning performance ratings, and all board members and the superintendent should be thoroughly familiar with the description of each notation. Because individual board members have varying degrees of first-hand observation of the superintendent’s performance in particular areas of the job requirements and objectives, it is understood that some ratings may be based on perception of ability. It is also understood the supervisory nature of many of the superintendent’s duties requires both direct and indirect responsibility for achievement. The following guidelines should be used in assigning specific ratings:

The rating of “4” is intended to recognize excellence and to describe the clear strengths of the superintendent. The narrative should include specific illustration of superlative performance.

The rating of “3” is intended to describe the superintendent who is “doing a good job” and should not indicate “average” or minimal performance. The superintendent should be rated a “3” except in those instances where the performance exceeds or falls short of the expectations described in the job requirements. In the event the superintendent receives all “3’s” in any category, the narrative portion should describe any area of responsibility where clear potential for excellence or higher achievement exists.
The ratings of “1” and “2” indicate that improvement is needed and must be documented with a narrative explanation which outlines specific suggestions for improvement. The final evaluation must reflect the board’s consensus of the objectives for such improvement, including time-lines where appropriate, to be used the superintendent’s when developing annual goals and which will be considered by the Board in subsequent evaluations.

Not applicable “na”. Do not assign a rating if you are not familiar with the description. Each board member may use the “na” rating for their personnel evaluation.

Because of its significance, the narrative portion of each category of the final evaluation should:

1. validate the performance rating with specific documentation and illustration of strengths and/or need for improvement;
2. prove clear reinforcement of strengths and/or direction for change;
3. reflect any qualifications for the ratings, clarifying the superintendent’s accountability;
4. clarify board priorities or any weighted value of particular performance standards within each general area of responsibility;
5. reference the previous evaluation and include indications of the suitability of the annual goals and the effectiveness of the implemented strategies to improve performance.

**RATING SCALE AND CRITERIA**

A four point Performance Rating Scale shall be used to judge the performance of the superintendent in each competency area designated in the job description. The performance rating notations and a description of their application are as follows:

<table>
<thead>
<tr>
<th>Rating Number</th>
<th>Rating Notation</th>
<th>Rating Criteria/Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>Performance consistently exceeds expectations of stated position requirements and objectives; manifests an exceptional degree of initiative and innovation; an unquestionable strength.</td>
</tr>
<tr>
<td>3</td>
<td>Professionally competent &amp; capable</td>
<td>Performance meets expectations of stated position requirements and objectives; manifests effective skills and proficiency.</td>
</tr>
<tr>
<td>2</td>
<td>Needs improvement</td>
<td>Performance is generally acceptable but fails to meet expectations of stated position requirements and objectives in designated areas; manifests a need for attention to areas of concern in order to improve effectiveness.</td>
</tr>
<tr>
<td>1</td>
<td>Deficient</td>
<td>Performance does not meet expectations of stated position requirements and objectives; manifests unacceptable level of ability, which requires prompt attention to correct weaknesses.</td>
</tr>
<tr>
<td>Na</td>
<td>Not applicable</td>
<td>Not observed or not applicable</td>
</tr>
</tbody>
</table>
## Section A: General Performance Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Professionally Competent and Capable</th>
<th>Needs Improvement</th>
<th>Deficient</th>
<th>na: Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates clear, concise and positive oral and written communication.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates persistence and monitors progress toward goal achievement.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Support those responsible to him/her.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Elicits input from appropriate staff.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates respect and courtesy for all staff and board members both publicly and privately.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Is receptive to the exchange of ideas; listens to both sides of the issues.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Involves appropriate staff in the decision making process.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Prepares board agenda with Board President and is consistently on time and prepared for meetings.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Supports the policies, procedures and practices of the district.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluates programs and practices.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>Fosters teamwork and provides motivation to staff.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### COMMENTS - SECTION A GENERAL PERFORMANCE

<table>
<thead>
<tr>
<th>Narrative:</th>
<th>Evaluatee Comments:</th>
</tr>
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<tbody>
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<td></td>
<td></td>
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</tbody>
</table>
### Section B: Performance Factors

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>3: Professionally Competent and Capable</th>
<th>2: Needs Improvement</th>
<th>1: Deficient</th>
<th>na: Not Applicable</th>
</tr>
</thead>
</table>

#### EDUCATIONAL LEADERSHIP

1. Coordinates the total educational program and provides leadership in its development. 4 3 2 1 na

2. Interprets and clarifies the purposes and needs of the district to board members, staff, students, and the public. 4 3 2 1 na

3. Initiates and oversees a continuous evaluation of the progress and the needs of the schools. 4 3 2 1 na

4. Identifies needs, establishes program goals and monitors progress toward goal attainment. 4 3 2 1 na

5. Provides administrative staff development activities designed to assist in accomplishing district, school, department, or individual goals. 4 3 2 1 na

6. Evaluates the performance of all administrators for whom he/she has supervisory responsibility and directs district performance appraisal system. 4 3 2 1 na

#### COMMENTS – EDUCATIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>Narrative:</th>
<th>Evaluatee Comments:</th>
</tr>
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<tbody>
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</table>

#### STAFF RELATIONS

1. Assumes responsibility for the selection, assignment, retention or dismissal of district employees. 4 3 2 1 na

2. Directs staff negotiations with teaching staff. 4 3 2 1 na

3. Coordinates work of the administrative staff and meets regularly with staff to address their expressed concerns. 4 3 2 1 na

4. Delegates authority and responsibility to subordinates when appropriate. 4 3 2 1 na

5. Interprets the master agreement and responds to grievances. 4 3 2 1 na

6. Serves as liaison between the Board and school staff, facilitating communications and representing Board positions and decisions accurately. 4 3 2 1 na
### BOARD RELATIONS

1. Initiates and guides the development of appropriate policies for board consideration.  
   - 4 3 2 1 na
2. Develops administrative rules and procedures, as necessary, to implement board policies.  
   - 4 3 2 1 na
3. Creates a sense of trustworthiness in board / superintendent relations.  
   - 4 3 2 1 na
4. Has the ability to get along with members of the board, staff, students, and parents.  
   - 4 3 2 1 na

### COMMUNITY RELATIONS

1. Represents district in dealings with other school systems, institutions, community organizations, and general public.  
   - 4 3 2 1 na
2. Exercises positive leadership in the development and execution of school/community relations program.  
   - 4 3 2 1 na
3. Monitors parent and community input and commitment to district goals.  
   - 4 3 2 1 na
4. Promotes goodwill, understanding and acceptance of the district’s programs.  
   - 4 3 2 1 na
5. Anticipates potentially controversial situations and takes action to minimize problems.  
   - 4 3 2 1 na
6. Suspends any pupil or employee from school, whenever after investigation, such person is guilty of gross misconduct or breaking school policy.  
   - 4 3 2 1 na
### PROFESSIONALISM

1. Participates as a member of associations likely to enhance professional/personal growth.
   
   | 4 | 3 | 2 | 1 | na |

2. Selects and attends professional activities related to individual and district goals.

   | 4 | 3 | 2 | 1 | na |

---

### COMMENTS - PROFESSIONALISM

<table>
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<tr>
<th>Narrative:</th>
<th>Evaluatee Comments:</th>
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</table>
### SECTION C: PERFORMANCE ON BOARD ADOPTED GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>3: Professionally Competent and Capable</th>
<th>2: Needs Improvement</th>
<th>1: Deficient</th>
<th>na: Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Exploring cost saving ideas such as 4-day weeks.</td>
<td>4 3 2 1 na</td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Educating community on revenue shortfall.</td>
<td>4 3 2 1 na</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Be as active as possible at the state level in supporting more equity in funding.</td>
<td>4 3 2 1 na</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Coordinate the revision of the Strategic Plan.</td>
<td>4 3 2 2 na</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Creating a cohesive Administrative Team.</td>
<td>4 3 2 1 na</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Increasing awareness of safety issues.</td>
<td>4 3 2 1 na</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Continue promoting community engagement through 10 @ 10, Bridges, and open forums.</td>
<td>4 3 2 1 na</td>
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</tbody>
</table>

**COMMENTS – BOARD ADOPTED GOALS AND OBJECTIVES**

**Narrative:**

```

```

**Evaluatee Comments:**

```

```
RIVERDALE SCHOOL DISTRICT

BOARD OF EDUCATION EVALUATION OF SUPERINTENDENT

NAME ___________________________________________  DATE ______________________________________

General Performance Factors: Please circle the appropriate number after each point in determining your evaluation or assessment.


I. Leadership
A. Evaluates the financial needs of the district  1  2  3  4
B. Takes responsibility for improvements of the educational Programs  1  2  3  4
C. Is respected by the community and school staff  1  2  3  4
D. Works effectively with public and private agencies  1  2  3  4
E. Instills a sense of accountability in all employees  1  2  3  4
F. Is visionary and progressive in establishing the district’s Goals  1  2  3  4
G. Competence in business management, personnel Administration, plant operation and maintenance  1  2  3  4
H. Overall rating in this area  1  2  3  4

Comments: ___________________________________________________________

II. Dedication
A. Performs necessary administrative duties in a fair and Reasonable way  1  2  3  4
B. Presents a positive image of the school to the community  1  2  3  4
C. Improves through positive participation in professional Group activities  1  2  3  4
D. Aggressive about upgrading the school system  1  2  3  4
E. Participates in community activities  1  2  3  4
F. Spends a commendable amount of time at his job  1  2  3  4
G. Approaches his job from a positive standpoint  1  2  3  4
H. Overall rating in this area  1  2  3  4

Comments: ___________________________________________________________

__________________________________________________________
III. Planning and Evaluation
A. Ability to organize effectively and to plan to meet the School district’s problems 1 2 3 4
B. Is fair and reasonable in assessing the performance of school employees 1 2 3 4
C. Conducts meetings effectively 1 2 3 4
D. Defines the school’s philosophies and supports Board Policies in a meaningful way 1 2 3 4
E. Offers appropriate recommendations to the Board on items requiring Board action 1 2 3 4
F. Overall rating in this area 1 2 3 4
Comments: __________________________________________________________
____________________________________________________________________
____________________________________________________________________

IV. Human Relations
A. Remains calm and poised in difficult situations 1 2 3 4
B. Makes him/herself readily accessible to school employees, various community groups, parents, and others to interpret school programs and needs 1 2 3 4
C. Carefully considers Board member’s, school employee’s, and the general public’s suggestions when making decisions 1 2 3 4
D. Has a sense of humor and strong emotional stability 1 2 3 4
E. Has the ability and courage to give constructive criticism in a friendly, firm, and positive way 1 2 3 4
F. Has the ability and courage to accept constructive criticism in a positive way 1 2 3 4
G. Overall rating in this area 1 2 3 4
Comments: __________________________________________________________
____________________________________________________________________
____________________________________________________________________
V. **Empathy**

A. Demonstrates fairness and consistency in the handling of problems

B. Seeks to foster high morale and cohesiveness among all Employees

C. Believes that the public schools are operated for the benefit of the children – not the Board, Administration, teachers or parents

D. Creates an effective educational atmosphere in the district

E. Overall rating in this area

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<th>4</th>
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</table>

Comments:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

VI. **General Characteristics**

A. Good judgment, common sense, and perception

B. Ability to make decisions promptly and correctly

C. Ability to lead and shoulder responsibility

D. Keeps the Board adequately informed regarding developments and administrative actions

E. Ability to face controversy, to remain true to convictions, and to live with a high-pressure job, and to support the Board

F. Ability to delegate authority and make effective use of personnel

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Comments: _____________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

___________________________________________________________________________
Summative Comments and Recommendations

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Board President Signature  ___________________________  Date

Superintendent Signature  ___________________________  Date
RIVER VALLEY
SCHOOL DISTRICT

Superintendent
Evaluation
Program

January 2003
A. PURPOSE

Proper administration of the schools is vital to a successful education program. The Superintendent's overall responsibility is to coordinate and supervise, under the policies of the Board, the creation and operation of an environment in which students learn most effectively. The Superintendent's duties and functions should be appraised in terms of the contribution made to improving instruction and learning, both in terms of the general educational climate and specific performance related goals developed. To this end, the School Board must endeavor to create and sustain a professional climate that calls forth and uses the full creative capacities of the Superintendent. Such a climate calls for common understanding, mutual respect, and a full measure of confidence between the members of the Board and the Superintendent. Thus, since the objective of the School Board is to optimize student learning opportunities in an environment which is open, trusting, and caring, the evaluation of the Superintendent is a process designed to promote and encourage that environment.

Specifically, the implementation of a planned program of Superintendent evaluation should seek to:

1. Improve Superintendent leadership.
3. Measure the effectiveness of Superintendent leadership.
4. Assess the compatibility of the Superintendent's relationship with the Board, school community, and district goals.
5. Provide information to enable informed decisions to be made regarding contract renewal and compensation.

B. EVALUATORS

To enhance the validity of the evaluation process, it is desirable to have more than one source of data. The following sources and forms of evaluation should be included:

1. Board Evaluation
   - Part I - Critical Performance Areas
   - Part II - Job Description Characteristics
   - Part III - General
2. Goal Accomplishment
   - For Previous Year
   - For Coming Year
3. Self-Evaluation

C. PROCEDURES

Evaluation of the Superintendent is the primary responsibility of the School Board who shall insure that the following procedures are utilized from year to year on the following timeline:

October  Board and Superintendent will exchange ideas on objectives for the coming year based on existing plan, needs that have arisen in the past year, and opportunities that may exist in the future.

November  At the 2nd Board Meeting, there will be an open planning session based on October documents and any other input from public and other sources.

December  Acknowledgment of district objectives for the coming one to three years. Superintendent will provide Self-Evaluation and Goal Accomplishment. Board completes and turns in evaluation forms.

January  Board presents consolidated evaluation of Superintendent. Superintendent presents evaluation of A-Team to Board. Discussion between Board and Superintendent of evaluation and objectives. Superintendent and A-Team will develop specific goals for the year.

February  Goals for district presented to Board. Superintendent presents specific goals for his/her efforts and discusses with Board. Mutually agreed goals will form basis for evaluation the following fall.
GUIDELINES
(Board Policy #225)

Annually, in January, the Board will devote an executive session of the Board to the evaluation of the superintendent's performance, with the superintendent present.

The following guidelines will be used in the evaluation process:

1. The Superintendent will know the standards upon which he/she will be evaluated and will be involved in the development of those standards.

2. The evaluation will be based on a composite of the evaluations by individual Board members, but the Board, as a whole, will meet with the Superintendent to discuss the composite evaluation.

3. The evaluation will be a constructive process designed to improve and enhance the Superintendent's ability to fulfill his/her role in accomplishing district objectives.

4. The yearly evaluation will be used as an indication of performance in the position and will be the forum for expression of concerns about deficiencies.

5. Both the Board and Superintendent will prepare for the evaluation; the Superintendent will conduct a self-evaluation and the Board will examine information relating to the Superintendent's performance.

6. One Board member's evaluation will not be the sole basis for the evaluation.

7. The Superintendent will have the opportunity to evaluate the Board in regard to the working relationships between the Board and the Superintendent.

8. Performance Objectives: As part of the evaluation process, the Superintendent and the Board, will jointly develop performance goals for the ensuing year.

9. As part of the evaluation process, the Board will follow the procedures established for extension of the Superintendent's contract.
Board Evaluation - Part I: Critical Performance Areas - *(Response sheet attached)*

1. **Adaptability**
   - adjustment to change
   - ability and willingness to learn
   - flexibility and helpfulness

2. **Communication Skills**
   - quality of written and oral communication
   - clarity of written and oral communication
   - ability to listen
   - ability to give constructive criticism
   - willingness to acknowledge and recognize accomplishments
   - accessibility to others

3. **Cooperation**
   - seeks to foster morale and cohesiveness among all employees
   - follows normal procedural and administrative channels
   - adheres to philosophy and goals of the district
   - accepts and supports decisions and policies
   - demonstrates capacity to work cooperatively with others

4. **Creativity**
   - initiates innovations
   - proposes unique and different solutions to problems
   - originality of thought or practice

5. **Decisiveness**
   - good judgment and common sense
   - makes decisions promptly and correctly
   - plans ahead and organizes effectively
   - takes a position and defends it

6. **Dependability**
   - accuracy of reports and actions
   - timeliness of reports and actions
   - reliability and trustworthiness
   - fairness and reasonableness

7. **Initiative**
   - self-motivated
   - enthusiasm for job
   - aggressive about upgrading schools
   - ability to face controversy and cope with pressure

8. **Interpersonal Relationships**
   - high standard of professional relationships
   - ability to deal effectively with staff, students, and citizens
   - uses good judgment in dealing with people
   - motivates others
   - fair and reasonable in assessing performance of others

9. **Professional Attitudes**
   - awareness of and interest in current educational literature & research
   - desire for personal and professional growth
   - interest in membership and participation in professional organizations
   - presents a positive image of the profession and the schools
   - faces limitations realistically and takes positive action to overcome them

10. **Professional Conduct**
    - gives time and talents to grow and promote growth
    - maintains confidences
    - understands and practices the ethical code of our profession
    - demonstrates integrity and commitment to education in the district
    - consistently makes constructive contributions to the improvement of school district programs
    - has a sense of responsibility toward the total program and to others
1. **Adaptability**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to adapt</td>
<td>slow to adaptable</td>
<td>readily adaptable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why did you select this level? Example?

2. **Communication Skills**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>unacceptable</td>
<td>acceptable</td>
<td>good</td>
<td>excellent</td>
<td></td>
</tr>
</tbody>
</table>

Why did you select this level? Example?

3. **Cooperation**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>unacceptable</td>
<td>acceptable</td>
<td>good</td>
<td>excellent</td>
<td></td>
</tr>
</tbody>
</table>

Why did you select this level? Example?

4. **Creativity**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence of evidence of</td>
<td>occasional evidence of</td>
<td>general evidence of</td>
<td>good evidence of</td>
<td>excellent evidence of</td>
<td></td>
</tr>
</tbody>
</table>

Why did you select this level? Example?

5. **Decisiveness**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indecisive</td>
<td>Indecisive</td>
<td>Decisive</td>
<td>Usually decisive</td>
<td>Very decisive</td>
<td></td>
</tr>
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</table>

Why did you select this level? Example?
6. **Dependability**

<table>
<thead>
<tr>
<th></th>
<th>often not</th>
<th>occasionally</th>
<th>generally</th>
<th>usually</th>
<th>highly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dependable</td>
<td>undependable</td>
<td>dependable</td>
<td>dependable</td>
<td>dependable</td>
</tr>
</tbody>
</table>

|       | 1 | 2 | 3 | 4 | 5 |

Why did you select this level? Example?

7. **Initiative**

<table>
<thead>
<tr>
<th></th>
<th>below</th>
<th>generally</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>poor</td>
<td>average</td>
<td>good</td>
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</tbody>
</table>

|       | 1 | 2 | 3 | 4 | 5 |

Why did you select this level? Example?

8. **Interpersonal Relationships**

<table>
<thead>
<tr>
<th></th>
<th>below</th>
<th>generally</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>average</td>
<td>good</td>
</tr>
</tbody>
</table>

|       | 1 | 2 | 3 | 4 | 5 |

Why did you select this level? Example?

9. **Professional Attitudes**

<table>
<thead>
<tr>
<th></th>
<th>below</th>
<th>generally</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
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<td>average</td>
<td>good</td>
</tr>
</tbody>
</table>

|       | 1 | 2 | 3 | 4 | 5 |

Why did you select this level? Example?

10. **Professional Conduct**

<table>
<thead>
<tr>
<th></th>
<th>below</th>
<th>generally</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

|       | 1 | 2 | 3 | 4 | 5 |

Why did you select this level? Example?
TITLE: Superintendent

JOB GOAL: The Superintendent is the chief executive officer of the River Valley School District. The Superintendent shall act in accordance with the policies, rules and regulations as established by the Board of Education and laws and administrative regulations of the State of Wisconsin.

The administration of the school district shall be delegated to the Superintendent. The Superintendent in turn will delegate duties and authority to insure the implementation of policies for the best interest of the students in the school district.

REPORTS TO: Board of Education

SUPERVISES: - The Superintendent has the responsibility for the direct supervision of all administrative personnel and the maintaining of an effective supervisory program for all district employees.
- Administrative Assistant

QUALIFICATIONS: 1. Legal requirements for certification established by Wisconsin Statutes and the Department of Public Instruction.
2. At least eight years experience in education, with a minimum of three years in an administrative position.

JOB RESPONSIBILITIES:

1. Policy and Contract Administration

1) The Superintendent will coordinate a management team consisting of all administrative personnel.
2) The Superintendent shall be the professional advisor to the Board of Education in the formulation of policies for the school system and shall execute the policies adopted by the Board of Education. The Superintendent shall have the responsibility to make rules and regulations to govern routine matters of school district operation.
3) The Superintendent shall make sure that district policies are administered fairly and consistently throughout the district. The Superintendent will also carry on policy evaluation and revision and make recommendations to the Board for proposed changes.
4) The Superintendent shall advise the Board of Education during the formulation of and shall execute all contracts entered into by the Board of Education and School District.

2. Planning

5) The Superintendent helps to establish both short and long-range goals for the district. The Superintendent fosters new ideas, acts as a catalyst for change and innovative thinking and accepts accountability for the overall effectiveness.
6) The Superintendent shall establish and maintain an organizational system with clearly defined lines of authority and responsibility for all members of the school staff and shall be responsible for the proper administration of the schools within this framework.
7) The Superintendent shall assume full responsibility for making all recommendations to the Board of Education on all phases of school operation. The Superintendent will solicit input from the staff.
8) The Superintendent shall be responsible for the planning and use of all school facilities and will be responsible for the control and supervision of all school buildings, grounds, and equipment, subject to the policies and regulations adopted by the Board of Education.

9) The Superintendent shall recommend plans for long-range maintenance program for renovations of the school property and for new construction, and the Superintendent shall be responsible that all such plans, once approved by the Board of Education, are properly executed.

10) The Superintendent shall keep the Board of Education informed of the school district's progress toward achieving its goals and objectives.

3. Budgeting and Financial Planning

11) The Superintendent is responsible for the preparation of and administration of a school district budget. It will be prepared and administered in compliance with Board policy and state law.

12) Budget information will be prepared for presentation to the Board of Education.

4. Supervision and Evaluation

13) The Superintendent will ensure that a staff supervision and evaluation program is carried out throughout the district.

14) The Superintendent shall assume complete responsibility for the evaluation of personnel who report directly to him/her and review the evaluation of all other administrators and teaching personnel of the district.

15) The Superintendent or his designee shall provide supervision of all instruction and the control and management of all pupils.

5. Staff Relations

16) It is the responsibility of the Superintendent that positive personnel practices are carried out within the district.

17) The Superintendent shall make recommendations to the Board regarding the employment and promotion of all personnel.

18) Communication shall be maintained between the Superintendent and all employees and the Superintendent will keep the Board apprised when necessary.

6. Staff Recruitment and Development

19) The Superintendent or delegated staff member shall be responsible for recruitment, selection and assignment of all employees needed by the school district.

20) The Superintendent shall work with the district inservice committee on the development, maintenance, and operation of a constructive program of inservice training and education for all employees of the school system.

7. School-Community Relations

21) The Superintendent will ensure that the District maintains positive school-community relations. This will be a cooperative effort between the Board, administrators, teachers, and support staff.

22) The Superintendent and the staff will keep the parents and the community apprised of the status of the schools and their programs.
23) The Superintendent will serve as an advocate for students and their educational programs.

8. Curriculum

24) It is recognized that the curriculum of the school district is the most important part of the program. The Superintendent and his staff will make sure that the District maintains the highest academic level possible for the students.
25) The Superintendent shall prepare, or have prepared for his approval, the content of each course of study in the district curriculum and keep the Board apprised of the district curriculum.
26) The Superintendent shall prepare, or have prepared for his approval, the content of each course of study in the district curriculum, and shall keep the Board apprised of changes in the district curriculum and seek its approval for major changes.

9. Discipline

27) It is the Superintendent's responsibility to make certain that fair and equal treatment of all employees and students is maintained throughout the district.
28) The Superintendent shall ensure that policies and procedures are established for students' rights, responsibilities and discipline.
29) Employee discipline will be administered fairly and consistently in accordance with all policies, contracts and laws.
30) Suspension of employees or students may be made at any time by the Superintendent. The Superintendent may recommend to the Board of Education dismissal of employees and expulsion of students.

10. Communication

31) The Superintendent shall relate to staff members, parent groups, agencies of the community and other educational agencies.
32) The maintenance of both internal and external communications is the responsibility of the Superintendent.
33) The Superintendent shall keep the Board of Education apprised of the success of policies adopted, the general condition of the school system, and problems requiring Board of Education consideration.
34) The Superintendent shall notify all members of the Board of Education of all regular and special meetings, and attend all meetings of the Board of Education.
35) Post notification of all Board and Committee meetings.

11. Other Responsibilities

36) The Superintendent may delegate to subordinates any of the responsibilities and duties which the Board of Education has entrusted to him/her, but in every instance, the Superintendent shall continue to be responsible and accountable to the Board of Education for the execution of the responsibilities and duties delegated.
37) The Superintendent shall perform any and all other duties prescribed by the Board of Education, the Superintendent of Public Instruction for the State of Wisconsin, or that are self-initiated.
<table>
<thead>
<tr>
<th></th>
<th>Policy and Contract Administration</th>
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<tbody>
<tr>
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<td>poor</td>
<td>1</td>
<td>unacceptable</td>
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</table>

Why did you select this level? Example?

<table>
<thead>
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<th></th>
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<th></th>
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<tbody>
<tr>
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<td>1</td>
<td>unacceptable</td>
<td>2</td>
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Why did you select this level? Example?

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>3.</td>
<td>occasionally</td>
<td>poor</td>
<td>1</td>
<td>unacceptable</td>
<td>2</td>
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Why did you select this level? Example?

<table>
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<td>1</td>
<td>unacceptable</td>
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Why did you select this level? Example?

<table>
<thead>
<tr>
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<td>5.</td>
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<td>poor</td>
<td>1</td>
<td>unacceptable</td>
<td>2</td>
</tr>
</tbody>
</table>

Why did you select this level? Example?
6. **Staff Recruitment and Development**
   Why did you select this level? Example?

7. **School-Community Relations**
   Why did you select this level? Example?

8. **Curriculum**
   Why did you select this level? Example?

9. **Discipline**
   Why did you select this level? Example?

10. **Communication**
    Why did you select this level? Example?

11. **Other Responsibilities**
    Why did you select this level? Example?
Board Evaluation - Part III: General

Comments, Observations, Suggestions:

Board Evaluation - Part IV: Suggested Areas of Improvement

Board Evaluation - Part V: Areas Performed Below District Expectations
(To be completed in joint session with full Board and Superintendent)

Board Member Signature: (Optional) ________________________________  Date: ______________
SPARTA AREA SCHOOL DISTRICT

Administrative Evaluation Criteria

<table>
<thead>
<tr>
<th>Employee Evaluated</th>
<th>Date of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position -</td>
<td>Salary –</td>
</tr>
<tr>
<td>Local Years Experience -</td>
<td>Total Years of Experience –</td>
</tr>
<tr>
<td>Cumulative Emergency Leave -</td>
<td>Cumulative Vacation –</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>H – High Level of Performance</td>
<td>M – Meets District Expectations</td>
</tr>
</tbody>
</table>

**Supervision of Teachers/Staff**

1. Demonstrates an awareness of what is happening in the building/classroom
   
2. Provides assistance in (instructional/work) improvement
   
3. Completes quality evaluations in a timely fashion
   
4. Has frequent communication with staff
   
5. Provides positive feedback

**Community Relations**

1. Makes themselves publicly visible
   
2. Gives ready access to the public for job related problems
   
3. Has cordial attitude when dealing with public
   
4. Goes above and beyond what is expected to communicate with public
   
5. Portrays a good positive attitude about school system to citizenry

**Relationship with supervisors/Fellow Administrators**

1. Has healthy professional attitude when working with team
   
2. Carries out superior’s directives with proper attitude
   
3. Relates problems to appropriate persons and helps find solutions for problems
   
4. Works well on the administrative team
   
5. Shows respect for supervisors/administrative team but is willing to present a differing point of view
Relationship with Subordinates

1. Maintains healthy professional attitude with subordinates
2. Gives directives in a cordial manner but maintains authority
3. Works with subordinates to solve problems
4. Shows respect for subordinates
5. Receives respect from subordinates

Crisis Solving

1. Recognizes crisis situations immediately
2. Takes steps quickly to remedy crisis
3. Notifies proper channels of crisis situation
4. Takes steps to remedy situations so they are not repeated
5. Maintains professional level-headed attitude during crisis

General Educational Management

1. Makes clear educational goals
2. Takes active part in educational programs
3. Is aware of changes in education
4. Implements new educational ideas
5. Follows educational results through and makes final analysis
Fiscal or Budgetary

1. Understands the budget process
2. Screens budget requests before submitting to board
3. Works with subordinates to develop budget plans for their specific areas
4. Is receptive to ideas for changing budget requests and that funds are used efficiently and as intended

Attendance Record

1. Reports to job on time
2. Stays later in day if it is necessary
3. Reports earlier in morning if required
4. Attends night meetings when appropriate

Overall Job Performance

1. Always completes work in timely fashion
2. Makes efficient use of office personnel/district resources, understanding and making use of office state of the art technology
3. School district is enhanced by this person’s presence in this position
4. Is appropriately involved in district wide committees
Program Management: Curriculum

1. Follows timetable for district’s curriculum development plan
2. Appropriately manages district’s participation in the School Evaluation Consortium
3. Insures participation of board, administration, faculty, parents, and the community in both processes
4. Maintains updated lists and inventories of appropriate curricular materials
5. Properly manages special projects when assigned

Program Management: Special Education

1. Maintains an up-to-date knowledge of current laws, rules, regulations and decisions regarding all areas of special education
2. Insures participation of parents, faculty members and the community in Special Education programs
3. Properly informs parents and the community about district programs and services
4. Insures district compliance with all laws, rules and regulations applying to students with Special Educational Needs
5. Properly manages additional projects when assigned

Program Management: District Business Operations

1. Consistently follows district business policies
2. Maintains an appropriate level of expertise in areas of personnel management
3. Appropriately manages short and long term district facilities planning
4. Insures appropriate fiscal control of district budget
5. Properly manages additional projects when assigned
Program Management: Transportation, Food Service, et al.

1. Works courteously with parents and community members in all areas of program administration

2. Deals with students in cordial but authoritative manner

3. Follows fair and equitable practices when disciplining students/considers Individual student problems

4. Maintains an appropriate level of expertise in areas of responsibility

5. Properly manages additional projects when assigned

COMMENTS REGARDING THE CRITERIA IN THIS DOCUMENT, PERSONAL GOALS AND OTHER PERTINENT DATA AS RELATED TO AN INDIVIDUAL’S PERFORMANCE.
SUMMARY COMMENTS AND SUGGESTIONS:

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I have reviewed this evaluation and have received a personal copy.

Evaluator ______________________ Employee’s Signature ______________________ Date ____________
ADMINISTRATOR EVALUATION

A. Purpose

Proper administration of the schools is vital to a successful educational program. The general purpose of the District Administrator should be to coordinate and supervise, under the policies of the Board, the creation and operation of an environment in which students learn most effectively. The District Administrator's duties and functions should be appraised in terms of the contribution made to improving instruction and learning. To this end, the School Board must endeavor to create and sustain a professional climate that calls forth and uses the full creative capacities of the Administrator. Such a climate calls for common understanding, mutual respect and a full measure of confidence between the members of the Board and the Administrator. Thus, when the objective of the School Board is to optimize student learning opportunities in an environment which is open, trusting, and caring, the evaluation of Administrators is a process designed to promote and nurture professional growth.

Specifically, the implementation of a planned program of Administrator evaluation should seek to:

1. Improve Administrator performance.
3. Measure the effectiveness of Administrator leadership.
4. Assess the compatibility of the Administrator's objectives and district goals.
5. Establish a base for planned growth.
6. Provide information to enable informed decisions to be made regarding contract renewal and compensation.

B. Evaluators

To enhance the validity of the evaluation process it is desirable to have more than one source of data. The following sources and forms of evaluation should be included:

1. Self-Evaluation
2. Board Evaluation

Self-Evaluation shall consist of completing the District Administrator Resume and the District Administrator Evaluation Form.

C. Procedures

Evaluation of the Administrator is the primary responsibility of the School Board, who shall insure that the following procedures are utilized from year to year on the following timeline:
DECEMBER REGULAR MEETING

EVALUATION COMPONENT:

The Administrator will submit the Self-Evaluation Form for the current year. Board will be given Administrator Evaluation Forms to be completed by next meeting.

GOAL COMPONENT:

The School Board in conjunction with the Administrator will set District Goals for the upcoming school year.

JANUARY REGULAR MEETING

EVALUATION COMPONENT:

The School Board will turn in completed evaluation forms for tabulation by the Board President.

GOAL COMPONENT:

The Administrator, having reviewed Board goals, will submit his goals for the upcoming year.

JANUARY SECOND MEETING

EVALUATION COMPONENT:

The Administrator will present the individual evaluation of the Administrative Team to the Board.

The School Board will present and discuss the Superintendent's evaluation.

GOAL COMPONENT:

The Administrator will work with the Administrative Team to create goals that will be used to plan the budget.

FEBRUARY REGULAR MEETING

GOAL COMPONENT:

The Administrative Team will present their goals to their respective staff for budgetary purposes. Copies will be given to the Board.
MARCH - JULY MEETINGS

GOAL COMPONENT:

The Administrative Team will construct the Annual Budget utilizing the goals and objectives that have been established.

EVALUATION COMPONENT:

The Board will monitor the process of the Administrator's implementation of the goals and budget.
JOB DESCRIPTION

TITLE: District Administrator (Superintendent)

JOB GOAL: The District Administrator is the chief executive officer of the School District. He/she shall act in accordance with the policies, rules and regulations as established by the Board of Education and laws and administrative regulations of the State of Wisconsin.

The administration of the school district shall be delegated to the District Administrator. He/she in turn will delegate duties and authority to insure the implementation of policies for the best interest of the students in the school district.

REPORTS TO: Board of Education

SUPERVISES: The District Administrator has the responsibility for the direct supervision of all administrative personnel and the maintaining of an effective supervisory program for all district employees.

PERFORMANCE RESPONSIBILITIES:

Policy and Contract Administration

1. The District Administrator will coordinate a management team consisting of all administrative personnel.
2. The District Administrator shall be the professional advisor to the Board of Education in the formulation of policies for the school system and shall execute the policies adopted by the Board of Education. He shall have the responsibility to make rules and regulations to govern routine matters of school district operation.
3. The District Administrator shall make sure that district policies are administered fairly and consistently throughout the district. He will also carry on policy evaluation and revision and make recommendations to the Board for proposed changes.
4. The District Administrator shall advise the Board of Education during the formulation of and shall execute all contracts entered into by the Board of Education and School District.

Planning

5. The District Administrator helps to establish both short and long range goals for the district. He/she fosters new ideas, acts as a catalyst for change and innovative thinking and accepts accountability for the overall effectiveness.
6. The District Administrator shall establish and maintain an organizational system with clearly defined lines of authority and responsibility for all members of the
school staff and shall be responsible for the proper administration of the schools within this framework.

7. He/she shall assume full responsibility for making all recommendations to the Board of Education on all phases of school operation. He/she will solicit input from the staff.

8. The District Administrator shall be responsible for the planning and use of all school facilities and will be responsible for the control and supervision of all school buildings, grounds, and equipment, subject to the policies and regulations adopted by the Board of Education.

9. The District Administrator shall recommend plans for long range maintenance program for renovations of the school property and for new construction, and he/she shall be responsible that all such plans, once approved by the Board of Education, are properly executed.

10. He/she shall keep the Board of Education informed of the school district's progress toward achieving its goals and objectives.

Budgeting and Financial Planning

11. The District Administrator is responsible for the preparation of and administration of a school district budget. It will be prepared and administered in compliance with Board policy and state law.

12. Budget information will be prepared for presentation to the Board of Education.

Supervision and Evaluation

13. The District Administrator will ensure that a staff supervision and evaluation program is carried out throughout the district.

14. He shall assume complete responsibility for the evaluation of personnel who report directly to him/her and review the evaluation of all other administrators and teaching personnel of the district.

15. The District Administrator or his/her designee shall provide supervision of all instruction and the control and management of all pupils.

Staff Relations

16. It is the responsibility of the District Administrator that positive personnel practices are carried out within the district.

17. The District Administrator shall make recommendations to the Board regarding the employment and promotion of all personnel.

18. Communication shall be maintained between the District Administrator and all employees and will keep the Board apprised when necessary.

Staff Recruitment and Development
19. The District Administrator or delegated staff member shall be responsible for recruitment, selection and assignment of all employees needed by the school district.

20. He/she shall work with the district inservice committee on the development, maintenance, and operation of a constructive program of inservice training and education for all employees of the school system.

School-Community Relations

21. The District Administrator will ensure that the District maintains positive school-community relations. This will be a cooperative effort between the Board, administrators, teachers and support staff.

22. The District Administrator and the staff will keep the parents and the community apprised of the status of the schools and their programs.

23. The District Administrator will serve as an advocate for students and their educational programs.

Curriculum

24. It is recognized that the curriculum of the school district is the most important part of the program. The District Administrator and his/her staff will make sure that the District maintains the highest academic level possible for the students.

25. He/she shall prepare, or have prepared for his/her approval, the content of each course of study in the district curriculum and keep the Board apprised of the district curriculum.

26. He/she shall prepare, or have prepared for his/her approval, the content of each course of study in the district curriculum, and shall keep the Board apprised of changes in the curriculum and seek its approval for major changes.

Discipline

27. It is the District Administrator's responsibility to make certain that fair and equal treatment of all employees and students is maintained throughout the district.

28. The District Administrator shall ensure that policies and procedures are established for students rights, responsibilities and discipline.

29. Employee discipline will be administered fairly and consistently in accordance with all policies, contracts and laws.

30. Suspension of employees or students may be made at any time by the District Administrator. He/she may recommend to the Board of Education dismissal of employees and expulsion of students.

Communication

31. The District Administrator shall relate to staff members, parent groups, agencies of the community and other educational agencies.
32. The maintenance of both internal and external communications are the responsibility of the District Administrator.

33. The District Administrator shall keep the Board of Education apprised of the success of policies adopted, the general condition of the school system, and problems requiring Board of Education consideration.

34. The District Administrator shall notify all members of the Board of Education of all regular and special meetings, and attend all meetings of the Board of Education.

35. Post notification of all Board and Committee meetings.

Other Responsibilities

36. The District Administrator may delegate to subordinates any of the responsibilities and duties which the Board of Education has entrusted to him/her, but in every instance, he/she shall continue to be responsible and accountable to the Board of Education for the execution of the responsibilities and duties delegated.

37. He/she shall perform any and all other duties prescribed by the Board of Education, the Superintendent of Public Instruction for the State of Wisconsin, or that are self-initiated.

QUALIFICATIONS:

Legal requirements for certification established by Wisconsin Statutes and the Department of Public Instruction.

At least eight years experience in education, with a minimum of three years in an administrative position.

He/she shall reside in the School District.

TERMS OF EMPLOYMENT:

July 1 to June 30, for up to three years.

Salary determined annually.

Entitled to all insurance and other fringe benefits provided by the administrative contracts.

Reimbursement for actual and necessary expenses legitimately incurred in the performance of duties.

Full family insurance.
Full STRS paid by District.

Mileage at same rate as agreed to by the RVEA and the Board in the Master Contract.

Professional dues paid by the District.

Four weeks vacation with pay.
KEY DESCRIPTORS

1. Adaptability
   - adjustment to change
   - ability and willingness to learn
   - flexibility and helpfulness

2. Communication Skills
   - quality of written and oral communications
   - clarity of written and oral communications
   - ability to listen
   - ability to give constructive criticism
   - willingness to acknowledge and recognize accomplishments
   - accessibility to others

3. Cooperation
   - seeks to foster morale and cohesiveness among all employees
   - follows normal procedural and administrative channels
   - adheres to philosophy and goals of the District
   - accepts and supports decisions and policies
   - demonstrates capacity to work cooperatively with others.

4. Creativity
   - initiates innovations
   - proposes unique and different solutions to problems
   - originality of thought or practice

5. Decisiveness
   - good judgement and common sense
   - makes decisions promptly and correctly
   - plans ahead and organizes effectively
   - takes a position and defends it

6. Dependability
   - accuracy of reports and actions
   - timeliness of reports and actions
   - reliability and trustworthiness
   - fairness and reasonableness

7. Initiative
   - self-motivated
   - enthusiasm for job
   - aggressive about upgrading schools
   - ability to fact controversy and cope with pressure
8. Interpersonal Relationships
- high standards of professional relationships
- ability to deal effectively with staff, students and citizens
- uses good judgement in dealing with people
- motivates others
- fair and reasonable in assessing performance of others

9. Professional Attitudes
- awareness of and interest in current educational literature and research
- desire for personal and professional growth
- interest in membership and participation in professional organizations
- presents a positive image of the profession and the schools
- faces limitations realistically and takes positive action to overcome them

10. Professional Conduct
- gives time and talents to grow and promote growth
- maintains confidences
- understands and practices the ethical code of our profession
- demonstrates integrity and commitment to education in the district
- consistently makes constructive contributions to the improvement of school district programs
- has a sense of responsibility toward the total program and to others
### ADMINISTRATIVE EVALUATION FORM

Administrator ___________________________  Year _____________________

Title ___________________________________  School ______________________

I. **GENERAL LEADERSHIP CHARACTERISTICS**

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II. SPECIFIC LEADERSHIP CHARACTERISTICS

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NUMBER OF ITEMS: __________  TOTAL SCORE: __________  AVERAGE SCORE: __________

PART I SCORE: __________  X .3 = __________

PART II SCORE: __________  X .7 = __________

TOTAL SCORE (SUM PARTS I & II) = __________
ADMINISTRATOR’S SELF-EVALUATION FORM

Name: ___________________________________________ Date: _______________________

Experience: ______________________________________ Teaching: _______ Administrative: _______

Professional organizations of which you are a member:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

List professional magazines and/or journals which you read on a regular basis:
____________________________________________________________________________________
____________________________________________________________________________________
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What is the title of the most recent professional and/or non-professional book you have read? When did you read it?
____________________________________________________________________________________
____________________________________________________________________________________
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What are the most recent graduate courses, regional workshops and state or national conventions you have attended?
____________________________________________________________________________________
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OPTIONAL NARRATIVE:

How have you grown professionally since the last evaluation?

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What problems do you see which hampers growth and/or the proper performance of your role?

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What would you like from others to help maximize your performance?
WATERLOO SCHOOL BOARD EVALUATION
OF THE DISTRICT ADMINISTRATOR
FROM JANUARY 1, 2002, TO DECEMBER 31, 2002

PURPOSE OF EVALUATION:

Evaluation is an essential and integral part of a systematic approach to management. The purpose of this evaluation is to provide an objective assessment of the job the Administrator is doing at the present time. It is a method of improving the relationship and communication between the Board and Administrator.

GOALS OF EVALUATION:

The goals of this evaluation are:

1. Improve management of the Waterloo School District.
2. Give the administrator areas that need attention in the following year.
3. Establish priorities.

RATING SCALE:

1. Haven't Observed
2. Below Average
3. Average
4. Good

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<tbody>
<tr>
<td><strong>A. BOARD AND ADMINISTRATOR RELATIONS</strong></td>
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<tr>
<td>1. The District Administrator keeps the Board informed on an ongoing basis.</td>
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<td>2. The District Administrator treats all Board members with respect.</td>
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<td>3. The District Administrator knows the line between policy making and policy implementation.</td>
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<td>4. The District Administrator keeps the Board informed of issues so there are no surprises that occur at Board meetings.</td>
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<td>5. The District Administrator provides information or answers questions requested by Board members in a timely manner.</td>
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<td>6. The District Administrator seeks and accepts constructive criticism of his work.</td>
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<td>7. The District Administrator supports Board actions to public and staff.</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>8. The District Administrator has a harmonious working relationship with the Board.</td>
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**COMMENTS:**

**B. ORGANIZATION FOR MEETINGS**

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<th>Question</th>
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<tbody>
<tr>
<td>1. Packets are prepared and delivered so the Board has sufficient time to prepare for meetings.</td>
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<td>2. Information provided Board Members for regular and monthly meetings is sufficient for Board to make decisions.</td>
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<td>3. Agendas are prepared in logical order with realistic number of items scheduled for meetings.</td>
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<td>4. Committee agendas are prepared in a timely manner.</td>
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<td>5. Topics at Committee meetings are relevant and appropriate.</td>
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<td>6. Committee meetings serve a valuable purpose.</td>
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**COMMENTS:**
### C. ADMINISTRATIVE INVOLVEMENT AT MEETINGS

1. The District Administrator provides the desired leadership to the Board at meetings.

2. The District Administrator helps Board Members keep meetings on track and use time efficiently.

**COMMENTS:**

### D. DECISION-MAKING PROCESS

1. Appropriate involvement of District personnel is used in the decision-making process.

2. Variables, alternatives, and impact are considered before a decision is made.

3. The District Administrator is willing to make decisions.

4. Decisions are communicated to Board, staff, and community in an appropriate and timely manner.

**COMMENTS:**

### E. LEADERSHIP

1. The District Administrator is able to see ahead for long-range planning.

2. The District Administrator allows and encourages change to occur in an orderly manner and with regard to its impact upon the organization.

3. The District Administrator gives and receives feedback constructively.

4. The District Administrator provides clear directions and high expectations for those administrators/supervisors directly responsible to him and accepts responsibility for their actions.

5. The District Administrator follows through on requests from subordinates.

6. The District Administrator operates within a high ethical standard.
<table>
<thead>
<tr>
<th>1. Haven't Observed</th>
<th>2. Below Average</th>
<th>3. Average</th>
<th>4. Good</th>
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<td></td>
<td>The District Administrator seeks to foster good morale, and cohesiveness among members of the Administrative Team and the entire staff.</td>
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<td>The District Administrator displays courage and convictions to his beliefs.</td>
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<td>The District Administrator delegates authority to staff members appropriate to the position each holds.</td>
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<td>The District Administrator devotes his time and energy effectively to his job.</td>
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<td>The District Administrator is suitably attired and well groomed.</td>
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<td>The District Administrator uses language effectively in dealing with staff members, Board and the public.</td>
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<td>The District Administrator writes clearly and concisely.</td>
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<td>The District Administrator speaks well in front of groups, expressing his ideas in a logical and forthright manner.</td>
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<td>The District Administrator thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group or at a meeting.</td>
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**COMMENTS:**

**F. PUBLIC RELATIONS**

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<tbody>
<tr>
<td>1.</td>
<td>The District Administrator is appropriately accessible to staff, Board and community.</td>
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<td>2.</td>
<td>The staff, Board, and community feel that the District Administrator will listen to suggestions and concerns.</td>
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<td>3.</td>
<td>The District Administrator recognizes and uses the &quot;chain of command&quot; as the proper way of communicating ideas with staff and the public.</td>
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<tr>
<td>4.</td>
<td>The District Administrator is involved in school and community activities/affairs.</td>
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<tr>
<td>1. Haven't Observed</td>
<td>2. Below Average</td>
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<td>5.</td>
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### COMMENTS:

#### G. FACILITY

1. The District Administrator is aware of facility needs.

### COMMENTS:

#### H. BUSINESS MATTERS

1. Provides for the accurate projection and preparation of the annual budget and recommends same to the Board of Education for approval.

2. Provides for input of teachers, principals, and other staff members in the preparation of the budget.

3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to approval of the Board.

4. Establishes, maintains, and monitors procedures for the purchase of equipment, materials and supplies.

#### I. GENERAL COMMENTS
<table>
<thead>
<tr>
<th>1. Haven't Observed</th>
<th>2. Below Average</th>
<th>3. Average</th>
<th>4. Good</th>
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<tr>
<td>2002 GOALS FOR ADMINISTRATOR</td>
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2003 GOALS FOR ADMINISTRATOR

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4. ____________________________________________________________________________________
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5. ____________________________________________________________________________________
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BOARD OF EDUCATION:                      DISTRICT ADMINISTRATOR:

____________________________  Date  ______________________________  Date
President                          Charles A. Whitsell

____________________________  Date
Clerk
The Board of Education shall be responsible for annually evaluating the job performance of the Superintendent of Schools. The purpose of the procedure outlined in the policy and subsequent discussions between the Superintendent and the Board is to improve communication, understanding, School District administration, and Board of Education operation. The process is intended to be constructive. Its' focus is to assist all people to perform better; thereby improving the total operation of the School District.

1. The Superintendent, along with the Board of Education, will adopt District goals and objectives by September 1.

2. The Superintendent will present his/her personal goals and objectives to the Board of Education for adoption by September 1.

3. The Superintendent shall present a written progress report regarding the goals set for the District and his/her personal goals to the Board of Education during the month of January.

4. Forms for written evaluation of the Superintendent of Schools will be distributed to Board members by May 15; a written narrative from the Superintendent related to his/her performance and self-evaluation shall be attached to information sent to the Board. The evaluation shall be completed by each member for the current school year without consultation or discussion with others.

5. Complete evaluation forms are to be returned to the Board of Education President on or before June 1.

6. The President and Vice President will review the content of the individual Board members' evaluation and will compile a summary of the evaluations in written form. Individual Board members' evaluations shall not be shared with other Board members and will be destroyed immediately after the Vice President and President have compiled a summary for the Superintendent.

7. The President will call a special closed session (Wisconsin Statutes 19.85) of the Board. This meeting must be held before June 15; the only item on the agenda shall be the evaluation of the Superintendent. The legally required minutes will be the responsibility of the Clerk.

8. After the meeting is called to order, an appropriate motion will pass to reconvene in closed session at which time the summary of evaluations will be distributed, read, and discussed. At the same meeting, the Superintendent will be invited in to give his/her reactions, explanations, clarification, and for a general discussion on the total administration of the District. Time shall also be taken to discuss the Board of Education operation in relation to the total administration of the District. There will be no action taken by the Board until after these discussions with the Superintendent. The Board will then, in private, make a length of contract decision for the next school year and inform the Superintendent, in person, before the meeting is adjourned.
At this meeting the salary will also be set for the Superintendent of Schools. All information pertaining to personnel matters are to remain confidential.

Adopted: May 13, 1985  
Revised and Adopted: November 9, 1987  
Revised and Adopted: January 8, 1996  
Revised and Adopted: March 13, 2000
ADMINISTRATIVE TEAM EVALUATION

Name of Administrator:

Name of Evaluator:

Date of Evaluation:

Scale: 1 - Advanced  2- Proficient  3- Basic  4- Minimal  5- Not observed

Teaching Standards
1. The administrator has an understanding of and demonstrates competence in the teacher standards.
   a. Teachers know the subject they are teaching
   b. Teachers know how children grow
   c. Teachers understand that children learn differently
   d. Teachers know how to teach
   e. Teachers know how to manage a classroom
   f. Teachers communicate well
   g. Teachers are able to plan different kinds of lessons
   h. Teachers know how to test for student progress
   i. Teachers are able to evaluate themselves
   j. Teachers are connected with other teachers in the community

Comments
Educational Leadership

2. The administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

a. Development of Vision
b. Articulation of Vision
c. Implementation of Vision
d. Stewardship of Vision
e. Support of School Community

Comments
Culture Management Skills

3. The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

a. School Culture 1 2 3 4 5
b. Instructional Program 1 2 3 4 5
c. Pupil Learning 1 2 3 4 5
d. Staff Professional Growth 1 2 3 4 5

Comments:
Organizational Management

4. The administrator ensures management of the organization, operations, finances, and resources for safe, efficient, and effective learning environment.
   a. Operations management
   b. Finance management
   c. People management
   d. Managing learning
   e. Building Safety management
   f. Building efficiency

Comment:
Collaboration

5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

   a. Collaboration with families
      
   b. Collaboration with community
      
   c. Responds to community needs
      
   d. Utilizes community resources

Comments:
Administrative Integrity

6. The administrator acts with integrity, fairness, and in an ethical manner.
   a. Integrity 1 2 3 4 5
   b. Fairness 1 2 3 4 5
   c. Ethics 1 2 3 4 5

Comments:
Global Environment

7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schools.
   a. Political
   b. Social
   c. Economic
   d. Legal
   e. Cultural

Comments

I have read and understood this evaluation

Signature_______________________ Date_________
### PLAN
- Provides creative leadership in identifying long and short-range needs
  - **Below Expectation**: has difficulty in separating long from short-range needs, reactive, not proactive, “follows” the group instead of providing leadership, does not collect appropriate data
  - **Working Towards Expectation**: involves only limited people, failure to analyze data and identify root causes
  - **At Expectation**: involves all necessary “players”, can bring a group to consensus, analyzes classroom, grade level, and school data effectively
  - **Exceeds Expectation**: is able to see, develop, and share multiple solutions, anticipates difficult factors before they are apparent, forecasts future needs, has a vision for the building/department, develops action plans in cooperation with all appropriate parties

- Establishes priorities towards student improvement
  - **Below Expectation**: cannot identify root causes, no vision of student performance, complacent about the status quo
  - **Working Towards Expectation**: identifies only limited root causes, restricted vision of student performance, is unable to bring about only minimal improvement in the part of the organization for which s/he is responsible
  - **At Expectation**: can suggest actions to be taken to key groups and individuals, demonstrates the principles of a continuous quality improvement system in decision making about performance, establishes specific, measurable objectives, is able to bring about observable improvement in the performance in the part of the organization for which he/she is responsible
  - **Exceeds Expectation**: captures people’s imagination, is able to teach employees about CQI, is able to bring about significant improvement

- Establishes an “open” system involving people within and outside the district, and from multiple levels of hierarchy across function and sites
  - **Below Expectation**: “prescribes” solutions when group process is warranted, inappropriately limits the people involved, restricts discussion, treats different levels of our organization with disrespect
  - **Working Towards Expectation**: brings involved people together appropriately, but has limited success in group decision making, treats different levels of our organization with uneven respect
  - **At Expectation**: allows people involved to disagree, embraces multiple ways of thinking and problem solving in others, listens well
  - **Exceeds Expectation**: communicates the features of an “open” system to parties with little experience of open systems, brings even minority views into the decision making process, demonstrates ability to build consensus or reach compromise

### DO
- Sets and articulates clear and high expectations consistent with our values
  - **Below Expectation**: does not understand or agree with our values statement
  - **Working Towards Expectation**: gives only “lip service” to our values
  - **At Expectation**: does not compromise values to solve problems
  - **Exceeds Expectation**: establishes a highly successful environment that allows people to maintain their dignity
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Below Expectation</th>
<th>Working Towards Expectation</th>
<th>At Expectation</th>
<th>Exceeds Expectation</th>
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<tbody>
<tr>
<td>Develops awareness of our organization vision, consistent with our values</td>
<td>cannot see the interconnectivity of the multiple parts of our organization</td>
<td>has limited view of the interconnectivity of our organization</td>
<td>can articulate Board goals and actions district takes to achieve progress</td>
<td>is actively involved in helping the district &quot;chart a future course&quot;</td>
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<td>failure to tie building/department efforts to board goals</td>
<td>&quot;manipulates&quot; values as situation changes</td>
<td>expresses vision for building or department</td>
<td>facilitates staff development relevant to building/department vision</td>
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<td>Confronts behavior inconsistent with our values</td>
<td>turns a &quot;blind eye&quot; to difficult or emotional issues</td>
<td>does not have a strong philosophical base</td>
<td>fully understands and can relate our values statement to others</td>
<td>is able to help individuals improve their behaviors</td>
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<td>does not confront behavior inconsistent with our values</td>
<td>inconsistent actions taken</td>
<td>consistently demonstrates our values to people for whom they are responsible</td>
<td>elevates the behavior of the entire organization (or the part for which they are responsible)</td>
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<td>helps &quot;competing factions&quot; to set the tone</td>
<td>establishes an environment in which innovation flourishes</td>
<td>challenges statements and actions which are contrary to our values</td>
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<td>does not communicate with all appropriate parties prior to beginning initiative</td>
<td>leads the discussion of new ideas</td>
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<tr>
<td>Supports the development of new ideas and innovative methods</td>
<td>purposely limits points of view</td>
<td>has trouble seeing other points of view</td>
<td>improves is observable</td>
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<td></td>
<td>lacks creativity</td>
<td>multiple ways of dealing with problems is used</td>
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<td>creates a risk free environment</td>
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<td>Demonstrates caring and kindness while dispensing equitable treatment</td>
<td>is cool or unapproachable</td>
<td>inconsistently dispenses equitable treatment</td>
<td>is approachable</td>
<td>balances a positive work environment with a productive one</td>
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<td>treats people differently depending on their “rank” in our organization</td>
<td>models caring and kindness</td>
<td>is able to bring people around who have difficulty working with others</td>
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<td>treats people equally and fairly</td>
<td>creates a sense of camaraderie within the building or department</td>
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<td>sets a positive tone</td>
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<td>Develops consensus regarding the need to begin an improvement initiative</td>
<td>groups of people feel disenfranchised</td>
<td>allows “competing factions” to set the tone</td>
<td>utilizes the strengths of the entire group</td>
<td>is able to validate “dissent” while bringing people together</td>
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<td>does not communicate with all appropriate parties prior to beginning initiative</td>
<td>recognizes individuals while establishing a &quot;team approach&quot;</td>
<td>can treat people differently while maintaining a strong team</td>
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</tr>
<tr>
<td>Develops strong advocates for improvement at the district and school level</td>
<td>has difficulty developing talent</td>
<td>works well with a limited portion of the organization</td>
<td>capable of identifying and developing talent</td>
<td>brings out the best in people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>works with the same people all the time</td>
<td>motivates people to want to do their best</td>
<td>can get more out of the team than a sum of its parts</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>Provides resources and removes blocks</td>
<td>has difficulty identifying resources within budgets to target for specific goals</td>
<td>uses limited resources as an excuse</td>
<td>creatively maneuvers resources</td>
<td>is able to show people the opportunities in difficult issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>allows difficult questions to impede progress</td>
<td>solves problems despite difficulties</td>
<td>can “stretch” budgets to handle numerous issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>skilled at budgeting, gets the most out of dollars available</td>
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<tr>
<td>Is accountable for results</td>
<td>avoids the responsibility of accountability</td>
<td>sees only a portion of the problem</td>
<td>is able to use accountability as a tool for improvement</td>
<td>accountability has become a standard for operation and used by all members of the</td>
</tr>
<tr>
<td></td>
<td>attempts to shift blame</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

STUDY
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Below Expectation</th>
<th>Working Towards Expectation</th>
<th>At Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>• Assumes leadership for promoting and working collaboratively</td>
<td>• allows individuals to work outside the larger group to the detriment of the group</td>
<td>• limits collaboration to retain power/authority</td>
<td>• is able to balance leadership and collaboration</td>
</tr>
<tr>
<td></td>
<td>□ has established an environment in which risk is avoided</td>
<td>□ supports risk taking</td>
<td>□ prioritization of needs takes place after appropriate data is collected</td>
<td>□ motivates and trains others to develop collaborative leadership</td>
</tr>
<tr>
<td></td>
<td>□ criticizes risk taking</td>
<td>□ allows others to take risks, but avoids them personally</td>
<td>□ through modeling the staff is comfortable with data collection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ supports risk taking</td>
<td>□ guides staff in developing risk-taking skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Institutes procedures for collecting and interpreting site specific data for determining and prioritizing needs</td>
<td>• needs are prioritized with little data</td>
<td>• collects only supportive data</td>
<td>• models and promotes risk taking</td>
</tr>
<tr>
<td></td>
<td>□ manipulates data to support actions</td>
<td>□ prioritization of needs takes place after appropriate data is collected</td>
<td>□ through modeling the staff is comfortable with data collection</td>
<td>• has established an environment in which risk taking occurs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ has established an environment in which risk is avoided</td>
<td></td>
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</tbody>
</table>

3
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Below Expectation</th>
<th>Working Towards Expectation</th>
<th>At Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANAGEMENT PLAN</strong></td>
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</tr>
<tr>
<td>• Supervises the implementation of the K-12 instructional development plan</td>
<td>- failure to ensure delivery of district curriculum</td>
<td>- allows variance in district curriculum</td>
<td>- fully understands district curriculum</td>
<td>- is able to support variation in instruction while meeting district curriculum</td>
</tr>
<tr>
<td></td>
<td>- lacks a good working knowledge of district curriculum</td>
<td></td>
<td>- clearly communicates the district's K12 instruction plan</td>
<td>- participates in development and discussion of curriculum revision and design</td>
</tr>
<tr>
<td></td>
<td>• Assumes primary role in the orientation, development and evaluation of building staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- allows staff to develop with little direct input</td>
<td>- has limited success in using evaluation to promote improvements</td>
<td>- clearly establishes expectations of staff</td>
<td>- through the use of evaluations has brought growth to staff members</td>
</tr>
<tr>
<td></td>
<td>- misses deadlines and/or does not accomplish evaluations in a timely fashion</td>
<td>- uses evaluation primarily as a punitive tool</td>
<td>- completes evaluations in a timely fashion</td>
<td>- institutes a mentoring system for new staff</td>
</tr>
<tr>
<td></td>
<td>- uses evaluation primarily as a punitive tool</td>
<td></td>
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<tr>
<td><strong>DO</strong></td>
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<tr>
<td>• Chairs teams in the selection of staff</td>
<td>- does not exercise leadership in hiring team</td>
<td>- uses hiring team to support status quo</td>
<td>- shows good judgment in selecting hiring team members</td>
<td>- uses the hiring team to build a more cohesive team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- involves “disenfranchised” staff in hiring process and is able to balance the hiring team</td>
<td>- reinforces a collaborative results-driven atmosphere through hiring selections</td>
</tr>
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</tr>
<tr>
<td>• Chairs teams in the selection of staff</td>
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<tr>
<td></td>
<td>- focuses existing initiatives (i.e. technology, CQI) to produce more effective results</td>
<td>- misuses initiatives to promote an individual agenda</td>
<td>- uses limited initiatives</td>
<td>- has established a “results-based” atmosphere through district initiatives</td>
</tr>
<tr>
<td></td>
<td>- cannot see the connection between district initiatives</td>
<td>- allows people to “opt out” of initiatives</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• Formulates appropriate reports</td>
<td>- reports are late or inaccurate</td>
<td>- reports have minor errors</td>
<td>- reports are timely and accurate</td>
<td>- is able to use reports to support or stimulate growth in the system</td>
</tr>
<tr>
<td></td>
<td>- fails to see connection between reports and results</td>
<td></td>
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<tr>
<td>• Develops a training plan which includes objectives related to attitude change, skill development and knowledge acquisition</td>
<td>- does not effectively train staff</td>
<td>- allows staff to remain in a “comfortable” position of status quo</td>
<td>- establishes a long-range plan for staff development</td>
<td>- motivates staff to become self-initiating</td>
</tr>
<tr>
<td></td>
<td>- no long-range plan for staff development</td>
<td></td>
<td>- identifies important staff development objectives and delivers them in a timely fashion</td>
<td>- involves many individuals in the delivery of staff development</td>
</tr>
<tr>
<td>INDICATORS</td>
<td>Below Expectation</td>
<td>Working Towards Expectation</td>
<td>At Expectation</td>
<td>Exceeds Expectation</td>
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<td>------------</td>
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</tr>
<tr>
<td><strong>STUDY</strong></td>
<td>• Manages school fiscal operations, plant facilities, records, schedules, equipment and materials</td>
<td>□ never seems to have the resources to bring about initiatives</td>
<td>□ fails to see the interconnectivity of fiscal operations...plant facilities...and materials</td>
<td>□ effectively plans long-range to allow initiatives to fit in fiscal reality</td>
</tr>
<tr>
<td></td>
<td>• Manages budgets</td>
<td>□ has trouble handling and forming a budget</td>
<td>□ delegates too much responsibility in budgeting</td>
<td>□ is accurate and timely</td>
</tr>
<tr>
<td></td>
<td>• Maintains orderly school</td>
<td>□ allows disorderly atmosphere to exist</td>
<td>□ avoids confrontation</td>
<td>□ maintains order</td>
</tr>
<tr>
<td></td>
<td>• Produces work in a timely fashion</td>
<td>□ is often late to meetings or in turning in work</td>
<td>□ is occasionally late to meetings or in turning in work</td>
<td>□ meets deadlines</td>
</tr>
<tr>
<td>INDICATORS</td>
<td>Below Expectation</td>
<td>Working Towards Expectation</td>
<td>At Expectation</td>
<td>Exceeds Expectation</td>
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<tr>
<td><strong>COMMUNICATION</strong></td>
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</tr>
<tr>
<td><strong>PLAN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works with groups to</td>
<td>• ignores groups</td>
<td>• relies on limited</td>
<td>• collects</td>
<td>• is able to bring</td>
</tr>
<tr>
<td>assess stakeholder involvement</td>
<td>in assessing</td>
<td>information to make</td>
<td>multiple</td>
<td>diverse groups</td>
</tr>
<tr>
<td></td>
<td>stakes</td>
<td>decisions</td>
<td>perspectives</td>
<td>into consensus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>institutionalizes</td>
<td>through involving</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>assessment</td>
<td>many individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>procedures</td>
<td></td>
</tr>
<tr>
<td>• Asks “hard questions”</td>
<td>• avoids</td>
<td>• skirts the issue(s)</td>
<td>• knows when</td>
<td>• handles difficult</td>
</tr>
<tr>
<td></td>
<td>confrontation</td>
<td></td>
<td>to confront</td>
<td>situations in a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>offers</td>
<td>nonthreatening</td>
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<td></td>
<td></td>
<td></td>
<td>constructive</td>
<td>fashion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>criticism</td>
<td></td>
</tr>
<tr>
<td>• Makes participants aware of</td>
<td>• does not</td>
<td>• ignores this phenomenon</td>
<td>• provides</td>
<td>• is able to help</td>
</tr>
<tr>
<td>the implementation dip</td>
<td>understand this</td>
<td>when convenient</td>
<td>effective</td>
<td>people see beyond</td>
</tr>
<tr>
<td>(things often get worse</td>
<td>phenomenon nor</td>
<td></td>
<td>leadership</td>
<td>the “downturn”</td>
</tr>
<tr>
<td>before getting better)</td>
<td>communicates it</td>
<td></td>
<td>during this</td>
<td></td>
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<td></td>
<td>to others</td>
<td></td>
<td>period</td>
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<tr>
<td><strong>DO</strong></td>
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</tr>
<tr>
<td>• Demonstrates skill in</td>
<td>• establishes an</td>
<td>• does not seek assistance</td>
<td>• demonstrates</td>
<td>• empowers others</td>
</tr>
<tr>
<td>organizing ideas and</td>
<td>atmosphere of</td>
<td>uses limited methods to</td>
<td>a variety of</td>
<td>to communicate</td>
</tr>
<tr>
<td>presenting them with clarity</td>
<td>uncertainty</td>
<td>communicate within the</td>
<td>communication</td>
<td>within the</td>
</tr>
<tr>
<td>and conciseness both orally and</td>
<td>through poor</td>
<td>organization</td>
<td>methods</td>
<td>organization</td>
</tr>
<tr>
<td>and in writing</td>
<td>communication</td>
<td></td>
<td>clearly states</td>
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<td></td>
<td></td>
<td></td>
<td>objectives</td>
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<td></td>
<td></td>
<td></td>
<td>seeks assistance</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>when needed</td>
<td></td>
</tr>
<tr>
<td>• Enhances and expands</td>
<td>• avoids</td>
<td>• uses limited methods</td>
<td>• brings</td>
<td>• teaches others</td>
</tr>
<tr>
<td>channels of communication</td>
<td>discussions with</td>
<td>to communicate within the</td>
<td>community into</td>
<td>how to effectively</td>
</tr>
<tr>
<td>within the district and</td>
<td>the community</td>
<td>organization</td>
<td>the discussion</td>
<td>use communication</td>
</tr>
<tr>
<td>between the district and</td>
<td>blocks internal</td>
<td></td>
<td>demonstrates a</td>
<td></td>
</tr>
<tr>
<td>community</td>
<td>and/or external</td>
<td></td>
<td>variety of</td>
<td></td>
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<td></td>
<td>communication</td>
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<td>communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>methods</td>
<td></td>
</tr>
<tr>
<td>• Creates visual structures</td>
<td>• has difficulty</td>
<td>• visual presentations</td>
<td>• is able to</td>
<td>• is able to teach</td>
</tr>
<tr>
<td>from gathered information</td>
<td>translating</td>
<td>are sometimes</td>
<td>translate</td>
<td>themselves how to</td>
</tr>
<tr>
<td></td>
<td>information</td>
<td>confusing or not to the</td>
<td>information</td>
<td>use new visual</td>
</tr>
<tr>
<td></td>
<td>into a visual</td>
<td>point</td>
<td>into visual</td>
<td>communication</td>
</tr>
<tr>
<td></td>
<td>presentation</td>
<td></td>
<td>presentations</td>
<td>methods</td>
</tr>
<tr>
<td>• Creates ways for groups to</td>
<td>• uses the</td>
<td>• uses the same methods of</td>
<td>• is able to</td>
<td>• teaches others</td>
</tr>
<tr>
<td>construct meaning and</td>
<td>incorrect method</td>
<td>communication – therefore</td>
<td>use different</td>
<td>how to use visual</td>
</tr>
<tr>
<td>make sense of work (i.e.</td>
<td>to communicate</td>
<td>limiting effectiveness</td>
<td>communication</td>
<td>communication</td>
</tr>
<tr>
<td>graphic language, symbols,</td>
<td></td>
<td></td>
<td>devices</td>
<td>methods</td>
</tr>
<tr>
<td>icons, statistical measures,</td>
<td></td>
<td></td>
<td>depending on</td>
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<td></td>
<td></td>
<td></td>
<td>the information</td>
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<td></td>
<td>to be presented</td>
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<td></td>
<td></td>
<td>• shows creativity</td>
</tr>
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<td></td>
<td>in “constructing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>meaning”</td>
</tr>
<tr>
<td>INDICATORS</td>
<td>Below Expectation</td>
<td>Working Towards Expectation</td>
<td>At Expectation</td>
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<tr>
<td>pictographs, etc.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Clearly defines teacher’s role</td>
<td>□ is unable to articulate or delineate the teacher's role</td>
<td>□ understands part of teacher's role</td>
<td>□ is able to articulate the teacher's role</td>
<td>□ involves the teacher in establishing their role</td>
</tr>
<tr>
<td>• Communicates and monitors expectations for change</td>
<td>□ does not clearly communicate expectations</td>
<td>□ has difficulty monitoring progress</td>
<td>□ has clear expectations of which all are aware</td>
<td>□ involves people in establishing expectations</td>
</tr>
<tr>
<td></td>
<td>□ avoids sharing difficult observations</td>
<td>□ communication of expectation leaves mixed messages</td>
<td>□ monitors progress effectively</td>
<td>□ uses the results to bring about improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ communicates results of periodic progress checks</td>
<td></td>
</tr>
<tr>
<td><strong>STUDY</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Seeks information from those affected and provides opportunities for discussion and reflection</td>
<td>□ limits perspective</td>
<td>□ uses limited information in decision making</td>
<td>□ supports discussion and reflection</td>
<td>□ establishes an atmosphere of risk taking</td>
</tr>
<tr>
<td></td>
<td>□ stifles discussion or reflection</td>
<td>□ collects information from &quot;selected&quot; people</td>
<td>□ is actively involved in discussion and reflection</td>
<td></td>
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</tr>
<tr>
<td><strong>ACT</strong></td>
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</tr>
<tr>
<td>• Establishes and maintains working relationships based on mutual confidence and respect</td>
<td>□ has many people who do not trust “the system”</td>
<td>□ good working relationships with limited people</td>
<td>□ establishes and supports good working relationships</td>
<td>□ elevates the climate so that mutual confidence and respect are the “given”</td>
</tr>
<tr>
<td></td>
<td>□ shows a lack of respect to others</td>
<td></td>
<td>□ is able to reduce the effect of “secret conspirators”</td>
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</tr>
<tr>
<td>• Accepts alternative views and opinions while building consensus</td>
<td>□ is threatened by criticism</td>
<td>□ success of consensus is limited in scope</td>
<td>□ uses alternative views to help set the course</td>
<td>□ stimulates alternative views</td>
</tr>
<tr>
<td></td>
<td>□ cannot bring a diverse group to consensus</td>
<td></td>
<td>□ can bring a diverse group to consensus</td>
<td>□ seldom finds it necessary to vote</td>
</tr>
<tr>
<td>INDICATORS</td>
<td>Below Expectation</td>
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<td>Exceeds Expectation</td>
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<tr>
<td>EDUCATION</td>
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</tr>
<tr>
<td>PLAN</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Involves staff and community in developing the school’s program and initiatives</td>
<td>□ fails to involve staff and/or community in planning</td>
<td>□ limits involvement to selected few</td>
<td>□ establishes an atmosphere that fosters staff and/or community involvement</td>
<td>□ uses diverse groups to bring about a stronger program</td>
</tr>
<tr>
<td>• Articulates the relationship between their building or department and the educational mission of the district</td>
<td>□ ignores the district’s mission, philosophy or values</td>
<td>□ advocates for building or department at the cost of the larger group</td>
<td>□ is able to balance the district’s needs with the building or department</td>
<td>□ establishes an atmosphere in which district mission, philosophy and values are observed</td>
</tr>
<tr>
<td>DO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keeps abreast of current research, innovations and trends</td>
<td>□ does not keep up with research</td>
<td>□ demonstrates difficulty in embracing new ideas</td>
<td>□ has a working knowledge of current research</td>
<td>□ leads the building or department in studying new trends or ideas</td>
</tr>
<tr>
<td>• Increases the staff’s understanding of the mission of the district, how it is run, and what are its needs</td>
<td>□ fails to improve staff’s understanding</td>
<td>□ is selective of areas of the district mission</td>
<td>□ actively works with staff to increase their understanding</td>
<td>□ works beyond their building or department to carry the mission of the district</td>
</tr>
<tr>
<td>• Utilizes “whole brain” learning strategies</td>
<td>□ is unaware of these strategies</td>
<td>□ demonstrates practical applications for using these strategies</td>
<td>□ establishes “common practice” of this research in building/department</td>
<td>□ is able to apply this approach to difficult issues</td>
</tr>
<tr>
<td>• Models new learning</td>
<td>□ has difficulty seeing how new learning can be applied</td>
<td>□ models selective new learning</td>
<td>□ “walks the talk”</td>
<td>□ establishes an atmosphere in which new learning or ideas flow naturally</td>
</tr>
<tr>
<td></td>
<td>□ expects others to do things which they are not willing to do or try themselves</td>
<td></td>
<td>□ can articulate the connection between new learning and “tried and true” methods</td>
<td>□ supports others in their attempt to adapt</td>
</tr>
<tr>
<td>INDICATORS</td>
<td>Below Expectation</td>
<td>Working Towards Expectation</td>
<td>At Expectation</td>
<td>Exceeds Expectation</td>
</tr>
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<tr>
<td><strong>STUDY</strong></td>
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<tr>
<td>• Studies and pilots new learning innovations that match the most critical areas of need in the system</td>
<td>□ ineffective in applying innovations</td>
<td>□ has difficulty separating “critical” from merely important issues</td>
<td>□ is able to bring about results through innovations</td>
<td>□ understands a proper level of involvement in innovation</td>
</tr>
<tr>
<td>• Promotes a safe and healthy school environment</td>
<td>□ ignores common needs</td>
<td>□ has difficulty determining proper level of need</td>
<td>□ takes the lead in defining and bringing about safe and healthy environment</td>
<td>□ has been able to make this a “common practice” issue (it’s our way of doing business)</td>
</tr>
<tr>
<td>• Inservices staff on existing district initiatives and their effective use</td>
<td>□ demonstrate poor judgment in determining areas of inservice</td>
<td>□ inservices lack focus or are cumbersome</td>
<td>□ matches needs with available time and energy</td>
<td>□ utilizes a position of leadership to make a positive impact</td>
</tr>
<tr>
<td>• Supports professional development</td>
<td>□ ignores the needs of the professionals</td>
<td>□ uneven in the support given</td>
<td>□ regulates budgets and time schedules to allow for support</td>
<td>□ is able to individualize support for different staff</td>
</tr>
<tr>
<td></td>
<td>□ expects all people to have the same needs</td>
<td>□ over- or under-prescribes professional development</td>
<td>□ senses needs without having to be asked</td>
<td>□ takes care of themselves as well as others</td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>Below Expectation</td>
<td>Working Towards Expectation</td>
<td>At Expectation</td>
<td>Exceeds Expectation</td>
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**PLAN**
- Develops a working definition and model of “systems thinking” that guides work in the change/improvement process

**DO**
- Utilizes strategies and tools to help groups describe and make visible the complex patterns, dynamics and relationships in systems

**STUDY**
- Assesses staff and student progress
- Collects, displays and analyzes data

**ACT**
- Establishes “feedback loops”
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Below Expectation</th>
<th>Working Towards Expectation</th>
<th>At Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
</table>
| • Responds effectively to community, parent, staff and Board inquiries regarding the operation of the school | • shows defensiveness  
• avoids the difficult issue  
• circumvents policies or procedures | • is a “passive” blocker  
• does not respond in a timely fashion | • utilizes the right channels  
• is not threatened by difficult questions  
• responds to queries promptly  
• promotes others to help in responding to questions  
• treats all parties with equal respect | • anticipates difficult issues and deals with them before they occur  
• does not tolerate evasiveness in others |
| • Produces required reports in a timely fashion                          | • is late repeatedly  
• is often late | • meets deadlines | • customizes reports to the audience | |
| • Produces improvement in district and student performance                | • avoids responsibility  
• has difficulty knowing what to improve  
• does not produce improvement | • has limited success in bringing about improvement | • connects improved performance with everyday tasks | • instructs others in how to improve  
• leads the discussion on improvement |
PERFORMANCE ASSESSMENT FORMAT
FOR DISTRICT ADMINISTRATOR

The rating scale is subjective. Board members are expected to base their subjective rating on a combination of (a) their personal satisfaction with the performance of the District Administrator and (b) their subjective view as to the perceived performance of the District Administrator by the school staff and community.

Rating Scale

- Met Expectations
- Did Not Meet Expectations
- Not Observed

A. Personal and Professional Qualities that Relate to Requisite Knowledge and Experience for the Position.

- Met Expectations
- Did Not Meet Expectations
- Not Observed

- Understanding of the role of District Administrator within the organization.
- Helps create a sense of trustworthiness in Board-District Administrator relations.
- Keeps the School Board informed.
- Communicates well with staff.
- Communicates well with parents.
- Communicates well with the community.
- Seeks improvements in the schools for the children.
- Shows a willingness to try new approaches and methods.
- Accessible, approachable, and personable.
- Delegates appropriately and effectively.
- Plans effectively and in an orderly manner.
- Accepts responsibility and faces difficult tasks.
- Keeps perspective between larger concepts and detail.
- Is analytical and objective when approaching problems.
- Is a sensitive listener.
- Considers divergent views.
- Speaks well informally and in front of groups.
- Writes effectively.
- Relates well to colleagues, staff members, parents, and other community members.
- Is patient and tolerant.
- Maintains poise and emotional stability.

Comments:______________________________________________________________________
B. School Board Relations

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Consistently and effectively works to maintain a strong relationship with the School Board.

- Serves as the Chief Administrative Officer of the School District and implements the School Board’s policy decisions.
- Attends meetings of the School Board except when the District Administrator’s appointment, performance or salary are being considered and serves as an ex-officio member of School Board committees.
- Prepares and submits to the School Board in a timely manner recommendations relative to all matters requiring School Board action including such information and reports necessary for informed decision-making.
- Recommends appropriate modifications, additions, and/or deletions to School Board policies, as needed.
- Works with the School Board Chair to plan the agendas for School Board meetings and to maintain an open line of communication.
- Responds to School Board needs and concerns in an appropriate and timely manner.
- Arranges for orientation of new School Board members.
- Assists the School Board in all matters pertaining to the general welfare of the School District and performs such other duties as the School Board may direct.

Comments: ____________________________________________________________

C. Organizational Effectiveness

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Ensures that the organization performs at a consistently high level.

- Establishes and maintains an organizational system which fosters innovation and excellence in education and allows independence and individuality at the building level. The organizational structure shall have clearly defined lines of authority and responsibility for all members of the schools’ staffs.
- Acts as a catalyst for strategic/long-range planning for the School District that represents visionary thinking and fosters new ideas, educational excellence
and sound financial planning. Accepts accountability for the ongoing planning process and evaluation of its overall effectiveness. The planning process will, among other components:

- Forecast enrollment trends and their impact on program offerings and resource requirements, and formulate strategies for adjustment or change.
- Forecast political, legal, educational, community preference and other trends or events, and formulate strategies for adjustment or change.

- Assures high levels of individual competence and performance in School District personnel.
- Establishes performance indicators and control devices.
- Keeps the School Board informed of the School District’s progress toward achieving the goals and objectives of the strategic/long-range planning process.
- Closes schools when the safety of students and staff is at issue.
- Supports the due process and protects the civil and human rights of all individuals for whom he/she has a responsibility.

Comments:______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

D. Personnel Management

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Maintains an effective and efficient system for communicating about and managing personnel systems.

- Coordinates, interprets and facilitates a positive human relations climate which reflects a multicultural environment.
- Encourages a climate for staff development which focuses on continuous professional and personal growth for all staff members.
- Recommends to the School Board the appointment, promotion or dismissal of all certified staff.
- Oversees the development and maintenance of effective supervision and evaluation procedures for all employees with the primary goal of fostering their continued growth and the maintenance of essential competencies.
- Communicates actions of the School Board relating to personnel matters to employees, and receives from employees communications to be made to the School Board.
- Participates as support to the School Board during negotiations with bargaining units.
- Works with the administrators, teachers, and support staff to resolve conflicts involving parents or other residents of the School District.
- Visits and directly observes the staff, students, and facilities of each school in the School District.
E. Educational Leadership

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Consistently demonstrates leadership that results in educational improvements and fosters innovation and accountability.

- Insures the development and establishment of procedures for continuing curriculum review.
- Maintains a focus on child-centered and achievement-oriented decision making regarding the deployment of staff and resources.
- Communicates with the staff regarding new developments in education, curriculum and teaching methods.
- Recommends to the School Board for approval the courses of study and the curriculum to be offered and recommends for adoption all the textbooks and supplementary instructional materials.
- Acts as a catalyst in developing and implementing a district-wide system for assessing student competencies to assure the School District is meeting its stated goals.
- Implements and supports agreements approved by the School Board, including NSEEC, CESA, Chapter 220, both internal and external to the School District.
- Relates with students in ways which make him/her known to them and comfortable in communicating their needs to him/her.
- Promotes an educational climate which results in warmth and acceptance, pride in achievement, and feelings of self-worth.
- Makes the well-being of students the fundamental value of all decision making and actions.

Comments:__________________________________________________________

______________________________________________________________________

______________________________________________________________________
F. Fiscal Leadership

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Effectively protects and manages the school district’s financial resources.

- Assumes responsibility for the overall financial planning of the School District.
- Establishes meaningful procedures for the development of the annual budget and prepares and submits it to the School Board for consideration and action; administers the budget as adopted.
- Submits to the School Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums.

Comments:______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

G. Community Relations

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Maintains consistent and effective communication with the community.

- Establishes and maintains constructive relationships with members of the community including serving as a catalyst for conflict resolution.
- Communicates with the various publics - to listen, interpret and define the schools programs and interprets the community's expectations of the School District.
- Coordinates communication with public, non-profit and private agencies.
- Coordinates and plans for public participation in the School District’s schools events, including professional programs.
- Notifies the public of meetings in accordance with all applicable statutes and regulations.

Comments:______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
H. Professional Activities

- Met Expectations
- Did Not Meet Expectations
- Not Observed

Impact Statement: Attends to personal professional development.

- Maintains personal professional licensure and remains current in modern educational thoughts and practice by appropriate professional development activities.
- Participates in local, state, regional and national professional organizations through active association membership and attendance at meetings.
- Prepares personal and professional goals annually for the purpose of direction and evaluation and submits them to the School Board for approval.

Comments:______________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**District Administrator Summative Evaluation**  
**School Year __________**

Directions: Each Board member should assess the District Administrator on each of the competencies contained in the Summative Evaluation of the District Administrator. A composite rating will be shared with the District Administrator. Listed below are the ratings that should be used with each competency area. After each competency area there is space available for comments if the Board members wishes to explain or comment in any given area. Board members are reminded that this is a tool to assist the District Administrator to maintain and improve the effectiveness of his/her leadership.

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Rating Definition</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>The behavior is constantly observable. The administrator excels in this area and is a model to others.</td>
</tr>
<tr>
<td>Effective</td>
<td>The behavior is consistently apparent. This is the expected behavior standard for the District Administrator in the Wilmot Grade School District.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>The behavior is not readily apparent. Growth is needed in this area.</td>
</tr>
<tr>
<td>Not Observed</td>
<td>The rater does not have sufficient information and/or knowledge of the performance of the District Administrator in this area.</td>
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</tbody>
</table>

1. **School Climate**  
   **Competency Statements**

   A. Promotes an open, collegial environment among staff and develops positive staff morale.  

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</table>

   B. Uses collaborative decision making with staff, when when appropriate, & within given time constraints.  

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   C. Demonstrates effective interpersonal skills in relating to the staff, school board, & community and in anticipating, managing, and resolving conflict.  

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</table>

   D. Appropriately assesses school district climate in conjunction with teachers, parents, & others, uses findings to maintain or improve conditions.  

   **Comments:**

2. **School Improvement**  
   **Competency Statements**

   A. Demonstrates high expectations for staff & students performance in an enabling, non-threatening way.  

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</table>

   B. Articulates a vision of what the district can & should achieve & gains acceptance among staff, students, & the community.  

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</table>
School Improvement (continued)
C. Uses a wide variety of evaluative data & needs assessment findings to formulate a mission, goals, & objectives cooperatively with the school board, staff, & community.

D. Recommends to the board sound policies, regarding organization, finance, instructional programs, personnel, physical plant, communications, & related functions of the district toward district improvement.
Comments:

3. Instructional Management
Competency Statements

A. Provides for systematic evaluation of the instructional program & plans for improvement.

B. Promotes collaborative district planning to (1) establish instructional objectives, & (2) develop, implement, & refine curriculum on a regular & systematic basis.

C. Ensures that instructional management & performance meets or exceeds expectations.

D. Ensures that student progress is evaluated on a regular, systematic basis & that the findings are used to make programs & services more effective.
Comments:

4. Personnel Management
Competency Statements

A. Manages the recruitment, assignment, evaluation, & remuneration of personnel & ensures that all personnel programs achieve their intended purpose.

B. Directs the improvement of staff performance through a planned, professional development process, directed toward individual renewal & attainment of the district’s mission.

C. Delegates duties, responsibilities, & functions when appropriate.
Comments:
5. **Administration and Fiscal/Facilities Management**

   **Competency Statements**

   A. Communicates the human, material, & fiscal resources needed to implement the district’s programs & services.

   B. Takes action to ensure that resources are allocated to accomplish the district’s mission & maintain standards.

   C. Reports to the board on the status of support programs, personnel, & facilities operations of the school.

   D. Takes action to ensure that all facilities are kept in good repair, adequate to meet future population needs, & in general provide for a safe & conducive learning environment.

   E. Manages the budget development & reporting process; ensures that programs are cost-effective & funds are managed prudently.

   F. Takes action to ensure that the district complies with all laws, rules, & policies related to fiscal management, meeting accepted accounting standards.

   **Comments:**

---

6. **Student Management**

   **Competency Statements**

   A. Ensures that pupil/personnel services are effective in promoting student conduct & social growth.

   B. Establishes & maintains a safe & quality learning environment.

   C. Demonstrates fairness, good judgement, & consistency in dealing with student behavior.

   **Comments:**

---

7. **Board/District Administrator Relations**

   **Competency Statements**

   A. Demonstrates a clear understanding of the respective roles of the board & the district administrator.

   B. Jointly develops with the board a systematic evaluation process for the district administrator.

   C. Demonstrates skill in communicating with the board (in writing & orally); responds expeditiously to the board’s directives & requests.

   D. Interacts with members in an ethical, sensitive, & professional manner, demonstrates trust & respect for board members & encourages the same collegiality among others.
Board/District Administrator Relations (continued)

Competency Statements

E. Meets the board’s expectations regarding board Meetings: (1) need for information prior to meetings; (2) preparation for meetings; and (3) organization of board meetings (logistics, conducive physical environment, agenda, arrangements, and media representatives.

F. Consistently articulates to the board the relationship Between the district’s mission & programs, budgets, personnel decisions, & other district operations.

Comments:

8. Professional Growth and Development

Competency Statements

A. Formulates with the board a professional development plan to improve professional performance; incorporates input from staff, mentors, and/or others in determining the content of the plan.

B. Seeks out & participates in professional activities.

C. Actively participates in professional activities, shares ideas, & information with other professionals, & initiates action to confront problems facing the profession.

D. Demonstrates behavior that is professional, ethical, & responsible; is a role model for all district staff.

Comments:

9. School/Community Relations

Competency Statements

A. Manages a district-wide school community relations program.

B. Clearly communicates district needs & programs to parents & the community and responds to their concerns in a timely manner.

C. Gains community support for bond issues, tax issues, & other referendums that support the district’s goals & objectives.

D. Participates in civic affairs that are appropriate for educational leaders.

Comments:
10. **Leadership**
Competency Statements

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<tbody>
<tr>
<td>A. Readily assumes overall responsibility for projects &amp; tasks.</td>
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<tr>
<td>B. Assumes overall responsibility for staff.</td>
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<tr>
<td>C. Develops &amp; demonstrates high work standards &amp; objectives &amp; motivates same from subordinates &amp; others.</td>
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<tr>
<td>D. Stimulate others to interact, work together, resolve conflicts, &amp; encourages others to reach mutual agreements.</td>
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<tr>
<td>E. Is innovative, constructive, &amp; responsive to the needs of Subordinates, peers, &amp; others.</td>
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**Comments:**

11. **Decision Making and Analytical Ability**
Competency Statements

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<tbody>
<tr>
<td>A. Identifies important issues &amp; problems.</td>
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<tr>
<td>B. Searches &amp; gathers many different kinds of information before arriving at an understanding of an event or problem.</td>
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<tr>
<td>C. Uses analytical skills to review information &amp; formulate alternative solutions to problems.</td>
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<tr>
<td>D. Adjusts to new situations resulting from new laws, decisions, or circumstances.</td>
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<tr>
<td>E. Shows a willingness to make decisions, render judgments &amp; take action.</td>
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**Comments:**

12. **Interpersonal Relationships**
Competency Statements

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<tbody>
<tr>
<td>A. Demonstrates fairness &amp; consistency in dealing with others.</td>
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<tr>
<td>B. Considers positions, feelings, &amp; perspectives of others when planning, making decisions, &amp; performing duties.</td>
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<tr>
<td>C. Is considered cooperative &amp; helpful to others.</td>
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<tr>
<td>D. Practices acceptable interaction skills to stimulate others to work together, understand each other, resolve conflict, &amp; reach mutual agreement.</td>
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**Comments:**

13. **Teamwork**
Competency Statements

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<tbody>
<tr>
<td>A. Works as part of the team &amp; places its success above that of self.</td>
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<tr>
<td>B. Creates a school climate, which reflects trust, openness, &amp; good relationships with students &amp; parents.</td>
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<tr>
<td>C. Seeks consensus to resolve difficult situations.</td>
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<tr>
<td>D. Uses own ideas &amp; ideas of others to facilitate the group process.</td>
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<tr>
<td>E. Accepts &amp; commits to decisions made through the group process.</td>
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**Comments:**
14. Organizational Commitment
Competency Statements
A. Presents a positive image of the district.
B. Supports & implements policies & rules even if difficult actions are required.
Comments:

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15. Communication Skills
Competency Statements
A. Ensures that there is effective dissemination of information to & from staff members.
B. Writes clear, concise letters, memos & reports.
C. Demonstrates effective oral expression when presenting ideas or tasks to an individual or group.
D. Listens carefully to ensure own understanding of the ideas of others.
Comments:

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16. Planning & Organization
Competency Statements
A. Formulates plans, which are compatible with, allocated resources.
B. Works with district staff and/or consultants to plan for program development & improvement & for technical assistance.
C. Anticipates plans & schedules for future needs.
D. Develops a procedure of record keeping & monitoring that effectively audits the achievements of outcomes & processes identified in the planning process.
Comments:

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17. Management of Resources
Competency Statements
A. Effectively manages material/financial resources.
B. Effectively manages human resources.
C. Ensures that sound property control procedures are in operation.
D. Makes effective use of time of self & others.
Comments:

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18. Productivity & Initiative
Competency Statements
A. Completes assignments within time schedules while meeting quality requirements.
B. Ensures that required reports & information are submitted in accordance with established deadlines.
C. Accepts suggestions for improving quality of work & implements appropriate plans of action to enhance effectiveness.
Comments:

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19. Professional and Technical Knowledge
Competency Statements
A. Is knowledgeable of & adheres to applicable state laws & regulations & district policies, programs & procedures.
B. Participates in self-improvement activities.
C. Remains up to date on developments in field of expertise.
D. Possesses professional/technical skills necessary to perform required job duties.
Comments:

20. Personnel Development
Competency Statements
A. Views developing others as a primary objective & helps individuals grow by providing assistance.
B. Is actively involved in selecting a well-trained & qualified Staff.
C. Conducts an ongoing program of personnel evaluations, utilizing observations, conferences, & other appropriate evaluation techniques to help personnel increase their effectiveness.
D. Assists in the development & provision of a continuing, effective program of staff development based upon identified needs.
Comments:

Evaluation completed by: __________________________ Date: __________________________
_____ Check if this is the compiled form of the entire board.

Compiled results shared on __________________________.

Board President Signature __________________________

*District Administrator Signature __________________________
(signature does not necessarily indicate agreement; only that the district administrator saw this evaluation, received a copy, & discussed it with the board.)

Comments from District Administrator on Summative Evaluation from the Board.
The leadership and management skills of the district administrator are critical to the school district’s success. Evaluation of the administrator is a tool to maintain and improve the effectiveness of that leadership. Through continuous and open dialogue between the district administrator and the board, the growth of the administrator becomes an ongoing process.

The performance assessment of the district administrator included both yearly goal setting and a summative evaluation with the Wilmot Board of Education. The goal-setting process ideally takes place during the summer prior to the subsequent school year beginning with at least semi-annual reviews of the progress towards the achievement of the mutually agreed upon goals. The goal setting will include at least one district and one personal goal. These goals should be major areas that need to be addressed by the district and the district administrator and as a result no more than three goals should be established yearly.

The summative evaluation component involves an evaluation/rating process by individual board members in the major competency areas that are part of the district administrator’s responsibilities. Each board member will assess competencies in each of the areas and the Board President and/or board as a whole will share the composite rating with the district administrator. The summative evaluation process will take place in the spring of each year except that, in the last year of the contract, the district administrator shall also be evaluated by December 15. The results of the evaluation will be shared in a closed session meeting of the Board of Education during May or June of each year, except as listed above. During this summative evaluation meeting, the district administrator’s goal progress will be reviewed and the information contained in the summative evaluation may be utilized in future district or personal goal-setting by the district administrator.

Attached are copies of the goal-setting form to be used with the district administrator as well as a summative evaluation form to be completed by Board members.