

## **PRINCIPAL/ASSISTANT PRINCIPAL'S EVALUATION**

### **EVALUATION PROCESS**

The superintendent will evaluate each principal/assistant principal using the Principal's Evaluation Form. The superintendent will evaluate each principal/assistant principal as per Kansas statute but no less than once annually by February 15th.

The principal/assistant principal will develop annual professional growth goals which will be submitted to the superintendent at the beginning of each contract year. Many if not most of these goals will undoubtedly span more than one year. Therefore, these growth goals should accommodate short and long range improvement. The principal/assistant principal is encouraged to review progress on these goals either in writing or verbally at benchmark times throughout the year.

The principal/assistant principal will complete a self-assessment as part of the evaluation process. The principal/assistant principal will use the Principal Evaluation Form as part of the self-assessment as well as feedback obtained from other sources in assessing performance. In order to assist the principal/assistant principal in the self-assessment process, the superintendent will distribute a questionnaire to staff members in each principal/assistant principal's respective building and compile the results. These results will then be shared with the principal/assistant principal.

After the superintendent completes and shares the evaluation with the principal/assistant principal, the principal/assistant principal may submit a comments page concerning the evaluation to the superintendent no later than two (2) weeks after the formal evaluation.

### **EVALUATION CRITERIA**

Two levels of evaluation criteria are included in the evaluation instrument. The first are areas of general competency. The second are more specific indicators within each area of general competency.

### **EVALUATION INSTRUMENT**

The Principal Evaluation Form has been designed to incorporate the expected general areas of competency and the associated indicators of performance. Within each area of competency, a comments section has been included to document any strengths, concerns, or other remarks which the superintendent deems necessary. The second part of the instrument includes a summary evaluation report where the superintendent can indicate areas of strength, areas needing improvement, and overall recommendations for the principal/assistant principal. The last section of the instrument includes a comments page which may be used by the principal/assistant principal in response to the superintendent's evaluation.

## **Performance Areas to be Evaluated**

1. Administrative
2. Educational Professionalism
3. School Organization and Supervision
4. School Plant (Building and Grounds)
5. Personal Quality
6. Fiscal Management/Reporting

## **Method of Evaluation**

The superintendent will use the following rating system in response to the performance indicators to determine the principal/assistant principal's overall performance.

1=Below expectations

2=Meets expectations

3=Above expectations

## **SELF-ASSESSMENT**

An important part of a leader's growth occurs through and as a result of self-assessment. At a minimum, the principal/assistant principal should base self-assessment on the criteria and indicators that are used by the superintendent in the evaluation. Additionally, the principal/assistant principal should obtain feedback on his/her performance from those who work with and for the principal/assistant principal. This may be done through a questionnaire and/or structured interviews. The results of the principal/assistant principal's self-assessment should be given to the superintendent. The self-assessment should be recorded on a copy of the Principal/Assistant Principal Evaluation Form.

## **FORMAT FOR PROFESSIONAL DEVELOPMENT PLAN**

When writing the Professional Development Plan, the principal/assistant principal should include the following components:

1. A goal statement written in terms that identify intended results.
2. A list of those activities or interventions that will be initiated as a means to reach the goal.
3. A time line for reaching the goal including intended progress reports.

# U.S.D. 404 PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION FORM

**CRITERIA**                      **RATING**                      1=below expectations, 2=meets expectations, 3=above expectations

## Administrative

- Indicators:    \_\_\_\_\_ follows board policy and is the board's director of policy at the building level  
                  \_\_\_\_\_ organizes the daily operation of the school effectively  
                  \_\_\_\_\_ shares in system wide goal setting, planning, and program evaluation  
                  \_\_\_\_\_ shows courage and perseverance in judgments and decisions  
                  \_\_\_\_\_ is punctual and accurate in meeting clerical and administrative responsibilities  
                  \_\_\_\_\_ enforces rules and regulations consistently and fairly  
                  \_\_\_\_\_ supervises and supports teachers to see that they maintain discipline in their classrooms and assigned duty areas  
                  \_\_\_\_\_ establishes lines of communication with parents concerning student behavior  
                  \_\_\_\_\_ conducts timely and relevant faculty meetings  
                  \_\_\_\_\_ demonstrates strong professional leadership  
                  \_\_\_\_\_ commands respect of teachers and students  
                  \_\_\_\_\_ makes known to students the behavior that is expected at special activities and extra-curricular events and the outcome if the expected behavior is not exhibited at these events  
                  \_\_\_\_\_ effectively assigns teachers to specific duties during special activities and makes known to them the responsibilities of each duty  
                  \_\_\_\_\_ keeps the Board of Education informed of school progress and/or problems in all areas through communications with the superintendent  
                  \_\_\_\_\_ provides learning environments which are structured in such a way as to provide maximum potential for learning to occur  
                  \_\_\_\_\_ is aware of and works through the established chain of command  
                  \_\_\_\_\_ facilitates the effective functioning of the School Site Council

Comments: \_\_\_\_\_  
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**CRITERIA**                      **RATING**                      1=below expectations, 2=meets expectations, 3=above expectations

**School Organization and Supervision**

- Indicators:    \_\_\_ assigns staff to duties and sees that these duties are performed  
                  \_\_\_ communicates through building handbooks and staff meetings to inform teachers of schedules, assigned duties, and the responsibilities of the staff  
                  \_\_\_ understands the philosophy for and is skilled in the evaluation of teacher performance  
                  \_\_\_ helps teachers adjust instructional methods and materials to individual needs  
                  \_\_\_ provides guidance and supervision of cumulative record keeping  
                  \_\_\_ encourages proper student and teacher dress, grooming and conduct  
                  \_\_\_ observes frequently in each classroom both formally and informally  
                  \_\_\_ relates to the teachers' areas of concern and/or deficiencies and attempts to aid the teacher in correcting these areas  
                  \_\_\_ assures that sufficient time is being spent in instructional/curricular areas and proper techniques are used by teachers  
                  \_\_\_ systematically supervises and evaluates teachers' utilization of teaching supplies and care of equipment and facilities.  
                  \_\_\_ expects and communicates teacher success in the classroom  
                  \_\_\_ conducts regular reviews of teachers' instructional practices  
                  \_\_\_ provides a clear focus for goal-setting by giving high priority to teachers' curriculum planning and encourages time spent on instructional activities  
                  \_\_\_ keeps outside influences and distractions under control  
                  \_\_\_ approves and reviews teachers' lesson plans and grade books  
                  \_\_\_ spends an appropriate percentage of the school day in the halls and classrooms  
                  \_\_\_ uses time effectively with priorities set on instructionally related matters  
                  \_\_\_ actively supervises the building especially before school, during lunch, after school, and between classes

Comments: \_\_\_\_\_  
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**CRITERIA**                      **RATING**                      1=below expectations, 2=meets expectations, 3=above expectations

**School Plant Building**

- Indicators:    \_\_\_ assures that buildings and grounds reflect a positive image  
                  \_\_\_ minimizes distracting influences  
                  \_\_\_ stores equipment and supplies in easily accessible areas  
                  \_\_\_ encourages care, economy and resourcefulness in use of facilities and materials  
                  \_\_\_ encourages an established routine and general traffic control within the building and its immediate locale  
                  \_\_\_ keeps staff aware of student welfare as related to light, heating, ventilation, and sanitation  
                  \_\_\_ supervises the proper maintenance of school property

Comments: \_\_\_\_\_  
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**Personal Quality**

- Indicators:    \_\_\_ is well groomed  
                  \_\_\_ maintains adequate physical and emotional health  
                  \_\_\_ is approachable to staff and students  
                  \_\_\_ speaks with clarity and force  
                  \_\_\_ writes with clarity and accuracy  
                  \_\_\_ displays tolerance  
                  \_\_\_ maintains a positive outlook on life  
                  \_\_\_ meets emotional situations calmly, decisively, and with diplomacy  
                  \_\_\_ is able to handle frustration without becoming hostile toward others  
                  \_\_\_ is willing to give service beyond minimum requirements to the school district activities

# U.S.D. 404 PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION FORM

**CRITERIA**

**RATING**

1=below expectations, 2=meets expectations, 3=above expectations

## Personal Quality (cont'd)

- \_\_\_\_\_ is punctual
- \_\_\_\_\_ willingly accepts advice and suggestions from others
- \_\_\_\_\_ maintains appropriate office hours
- \_\_\_\_\_ engages in personal professional growth activities

Comments:

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## Fiscal Management/Reporting

- Indicators:
- \_\_\_\_\_ organizes effective budget planning procedures
  - \_\_\_\_\_ submits required correspondence to governmental agencies
  - \_\_\_\_\_ relates budget information to the board and superintendent in a clear manner
  - \_\_\_\_\_ ensures that building expenditures do not exceed limits set forth by the board
  - \_\_\_\_\_ maintains appropriate building records
  - \_\_\_\_\_ appropriates school funds for the proper maintenance of school property

Comments:

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Signatures do not indicate agreement but that evaluation results have been shared.

\_\_\_\_\_  
Superintendent

Date \_\_\_\_\_

\_\_\_\_\_  
Principal/Assistant Principal

Date \_\_\_\_\_

# PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION REPORT

## Related Information

1. Areas of Strength:

2. Areas Needing Improvement:

3. Recommendations:

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

I ACKNOWLEDGE RECEIVING THIS EVALUATION REPORT

\_\_\_\_\_  
Principal/Assistant Principal

\_\_\_\_\_  
Date

**PRINCIPAL/ASSISTANT PRINCIPAL'S COMMENTS**

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SUPERINTENDENT'S SIGNATURE

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DATE

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PRINCIPAL/ASSISTANT PRINCIPAL'S SIGNATURE

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DATE

**U.S.D. 404 PRINCIPAL/ASSISTANT PRINCIPAL  
PROFESSIONAL DEVELOPMENT PLAN**

For time period from \_\_\_\_\_ to \_\_\_\_\_

<u>GOAL</u>	<u>PLANNED ACTIVITIES</u>	<u>TIME LINE</u>

The intent of this evaluation and any activities planned is to improve the operations of **U.S.D. 404** for the students in **Riverton**.

Acknowledgment of Receipt

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Assistant Principal

\_\_\_\_\_  
Date