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Statement of.....

## Policy and Responsibility

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SUBJECT: ADMINISTRATOR EVALUATION POLICY

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### Purpose

The board recognizes the need for evaluation of all school district administrators. This evaluation shall be conducted by each administrator's immediate supervisor. The primary purpose of the evaluation is to assist each administrator to improve performance in individual assignments.

### Definition of Terms

**CAREER ADMINISTRATOR** - a district administrator who is entitled to rely upon continued employment under the policies determined by the Murray City Board of Education.

**PROVISIONAL ADMINISTRATOR** - an administrator employed by the District who has not achieved status as a Career Administrator (successfully completed three years of administrative experience) within the school district.

**PROBATIONARY ADMINISTRATOR** - an administrator employed by the District who, under local school district policy, has been advised that his performance as an administrator is inadequate.

### Evaluation Process

Evaluation is an ongoing process. Suggestions and constructive criticism should take place when the need arises. Two written evaluations shall be completed for all provisional and probationary administrators by his/her immediate supervisor, once prior to January 15th of each school year, and once no later than sixty (60) working days before the end of the contract year. Also, a self evaluation is to be completed and reviewed by the immediate supervisor. This self evaluation may be completed at a time mutually agreed upon with the administrator and his supervisor.

Career administrators will be evaluated each year no later than sixty (60) working days before the end of the contract year. Evaluations can take place more often if deemed necessary by the immediate supervisor or superintendent.

An essential part of the evaluation is a conference between the administrator and immediate supervisor. The purpose of the conference is to review the performance of the administrator, identify areas of commendation or concern, and set appropriate goals. Following the conference, the administrator will sign the evaluation form indicating that a conference was held and the evaluation form reviewed. Signing the form does not necessarily indicate agreement and it is understood that the administrator has the right to make a written response to all or any part of its

contents. The evaluation will be filed, along with any written response, in the administrator's personnel file in the district office. The administrator shall receive a copy of the written evaluation.

#### Evaluation Procedure

To achieve the previously stated purpose, administrators will be evaluated according to the following procedure:

1. The administrator shall be oriented and personally informed about the evaluation process by his immediate supervisor and shall be given a copy of the evaluation instrument at least fifteen (15) calendar days prior to the first evaluation.
2. An evaluation shall within fifteen (15) calendar days after the completed evaluation process, be put in writing and discussed with the administrator by his immediate supervisor.
3. An administrator who is not satisfied with his evaluation has thirty (30) calendar days after receiving the written evaluation to request a review of the evaluation. If a review is requested, the superintendent or his designee shall appoint a person, not an employee of the district, who has expertise in personnel evaluation to review and make recommendations to the superintendent regarding the administrator's evaluation. Nothing mentioned above shall prevent the administrator and superintendent or his designee from agreeing to another method or review.
4. An administrator whose performance is determined to be inadequate or to need improvement will be provided with a written document which clearly identifies his deficiencies, the available resources for improvement, and a recommended course of action which will improve the administrator's performance. An administrator will be given reasonable assistance to improve his performance. An administrator is responsible for improving his performance, using the resources identified by the school district, and demonstrating acceptable levels of improvement in the designated areas of deficiencies.
5. The immediate supervisor of a provisional administrator shall assign a consulting administrator to the provisional administrator. The consulting administrator, when possible, shall be a career administrator who performs substantially the same duties as the provisional administrator and has at least three years' educational experience. The consulting administrator shall assist the provisional administrator to become informed about the educational profession and the school system, but may not serve as an evaluator of the provisional administrator.

The following criteria shall be considered when making the written evaluation and shall also be the basis of the conference between the administrator and the immediate supervisor.

#### I. INSTRUCTIONAL LEADERSHIP SKILLS

- A. Facilitates staff involvement in program development;
- B. Initiates activities to improve instruction;
- C. Facilitates productive cooperation to improve instruction;
- D. Applies knowledge of human growth and development in planning learning experiences;
- E. Provides continuing programs for staff orientation;

- F. Encourages and assists teachers to help students develop realistic and positive self-concepts;
- G. Cooperatively establishes procedures for developing and maintaining a high level of positive student behavior;
- H. Works to equalize educational opportunities of all students; and
- I. Provide leadership in development of a total curriculum and educational policies.

## II. ORGANIZATION AND MANAGEMENT

- A. Assumes assigned management responsibilities for area of stewardship (i.e., school plant, facilities, and equipment);
- B. Assumes responsibility for development and implementation of necessary schedules involving students, staff, community facilities, and equipment;
- C. Uses effective organization and management procedures:
  - 1. Uses time appropriately;
  - 2. Uses materials appropriately;
  - 3. Set appropriate goals and shows evidence of working toward these goals;
  - 4. Follows accepted accounting practices in managing school and district monies;
  - 5. Adheres to and supports district policies and procedures.

## III. RELATIONSHIP WITH OTHERS

- A. Relationship with students:
  - 1. Is tactful, courteous and sincere;
  - 2. Gains confidence and respect of pupils;
  - 3. Shows interest in students as individuals;
  - 4. Deals effectively with behavior problems.
- B. Relationship with staff:
  - 1. Relates well with other members of staff and provides staff morale;
  - 2. Assists staff in developing personnel and professional self-esteem;
  - 3. Is cooperative and congenial;
  - 4. Evaluates difficult situations and responds appropriately.
- C. Relationship with community:
  - 1. Develops public confidence and mutual respect;
  - 2. Utilizes tact and diplomacy;
  - 3. Encourages appropriate community participation in school/educational activities, including development of school/educational goals and program evaluation;
  - 4. Communicates effectively with parents and other school/educational patrons;
  - 5. Develops positive attitudes and understanding of school/educational and instructional programs;
  - 6. Utilizes community resources to enrich the educational program.

## IV. PROFESSIONAL GROWTH AND ATTITUDES

- A. Assumes responsibility for personal professional development:
  - 1. Utilizes professional literature to stay informed of current educational trends and practices;

2. Participates in conferences and other professional activities dealing with educational issues, making formal contributions as appropriate.
- B. Encourages staff to develop, pursue, and evaluate educational issues, making formal contributions as appropriate.

V. PERSONAL CHARACTERISTICS

- A. Is well-groomed and appropriately dressed;
- B. Is energetic and mentally alert;
- C. Has effective communication skills;
- D. Show personal initiative and high degree of self-confidence;
- E. Demonstrates self-control and judgment.