



Date _____

Administrator Evaluation Form

Administrator _____

Position _____

School Year _____

Below are various behavior and performance characteristics essential for school administrators. The evaluator is to circle the item that best describes the level of performance of the employee, e.g., highly effective, effective, minimally effective. For items judged to be ineffective, the evaluator must describe the concern and identify specific means for improvement. The boxed descriptors under each heading may not apply to all administrators.

4 - Highly Effective 3 - Effective 2 - Minimally Effective 1 - Ineffective 0 - N/A

1. LEADERSHIP

This quality is evidenced by the following:

- _____ Is recognized as the leader of the school or unit.
- _____ Demonstrates an ability to gain followers committed to the mission and objective of the organization.
- _____ Knows when to delegate and share decision-making authority effectively.
- _____ Effectively gives and receives cues to/from the staff and school community.
- _____ Makes progress on district improvement plan goals.
- _____ Generates confidence through quality decisions.
- _____ Demonstrates the ability to handle additional responsibilities.
- _____ Performs any other duties as assigned.

Comments:

2. LEVEL OF PROFESSIONAL AWARENESS

This quality is evidenced by the following:

- _____ Is knowledgeable about current developments in education.
- _____ Appreciates job-related problems and issues.
- _____ Is willing to consider alternative solutions to day-to-day problems.
- _____ Is recognized as an informed professional by peers, superiors, and subordinates.
- _____ Participates in staff development activities for his/her personal improvement.
- _____ Has appreciation for innovative programs and procedures.
- _____ Follows directions and carries out requests promptly.
- _____ Works well with fellow administrators.

Comments:

3. PROFESSIONAL STANDARDS AND ETHICS

This quality is evidenced by the following:

- Decisions reflect an appreciation for that which is professionally sound rather than expedient.
- Personal demeanor is professionally appropriate rather than self-serving.
- Expectations of self, staff, and students are equally demanding and appropriate.

- Reputation among colleagues and subordinates is that of a person with high professional sta
- Works through the immediate supervisor on all matters and does not bypass him or her.

Comments:

4. COMMUNICATION SKILLS

This quality is evidenced by the following:

- Has the ability to listen, understand, and appreciate.
- Is effective both oral and written expression.
- Is sensitive to the circumstances of communications.
- Has an appreciation for both formal and informal communication channels.

- Demonstrates an ability to receive and send messages appropriate for the issue and the situ
- Accepts criticism in a positive manner.

Comments:

5. RESOURCEFULNESS, CREATIVITY, AND INNOVATIVENESS

This quality is evidenced by the following:

- Is willing to develop and apply new solutions to existing problems.
- Demonstrates an ability to “get the job done” regardless of resource limitations.
- Is successful in the implementation of imaginative programs and procedures.
- Is sought out by the staff because of his/her ability to resolve difficult situations.

Comments:

6. PERSONALITY

This characteristic is evidenced by the following:

- Is open, friendly, and empathic.

- _____ Has a mature sense of humor.
- _____ Is receptive to the suggestions of others regardless of their place in the organization.
- _____ Is sought out as an individual resource in both formal and informal discussions.
- _____ Is fair minded and consistent in his/her postures and reaction.

Comments:

7. **DEMEANOR, APPEARANCE, AND STYLE**

These qualities are evidenced by the following:

- _____ Dresses and behaves in a manner appropriate for his/her position.
- _____ Has the bearing and manner appropriate for a person in his/her role.
- _____ Demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues and students.
- _____ Has achieved a balance between self-confidence and humility appropriate for the job and situ
- _____ Is an effective model for those with whom he/she works.
- _____ Exhibits enthusiasm for work.

Comments:

8. **PROFESSIONAL PREPARATION**

This requisite is evidenced by the following:

- _____ Has the professional credentials appropriate for the position.
- _____ Demonstrates the job-related skills necessary for his/her position.
- _____ Actively pursues staff development activities for the purpose of his/her job improvement.
- _____ Has had a variety of relevant professional experiences.
- _____ Has achieved success and honors in the areas of scholarship, the arts, or other areas relevant job.

Comments:

9. **DECISION MAKER**

Effectiveness in this area is demonstrated by:

- _____ The timeliness, appropriateness and firmness of decisions.
- _____ The consistency of decision direction(s).
- _____ An ability to support decision with relevant and valid information.
- _____ Evidence of systematic processes for examining alternatives in arriving at decisions
- _____ Effectively sharing decision-making responsibilities with staff when appropriate
- _____ Quality decision appropriate for the circumstances and consistent with school policy.

Comments:

10. PLANNER AND ORGANIZER

Effectiveness in this area is demonstrated by:

- _____ An ability to anticipate the issues, problems and needs of the school.
- _____ Purposeful and systematic approaches to problems.
- _____ An ability to anticipate the consequences of issues, problems, and decisions.
- _____ Operating procedures that identify the outcome, procedures, time persons, and resources appropriate for purposeful school activities.
- _____ Goal oriented behaviors.
- _____ Prepares agendas for meetings for which he/she is responsible.

Comments:

11. SUPERVISOR

Effectiveness in this area is demonstrated by:

- _____ A helping posture toward those supervised.
- _____ An ability to demonstrate desired behaviors to those supervised.
- _____ An ability to diagnose the concerns and problems of those supervised.
- _____ The ability to communicate expectations to those supervised.

- _____ A willingness to recognize, acknowledge, and reward quality performances among those supervised.
- _____ An ability to balance coordination and direction among those supervised.

Comments:

12. EVALUATOR

Effectiveness in this area is demonstrated by:

- _____ Valid judgements of the quality of personnel performances.
- _____ Demonstrated commitment to the importance of evaluation in personnel, program, and planning activities.
- _____ The systematic consideration and evaluation of alternatives in the decision-making process.
- _____ The systematic collection and sharing of information necessary to determine school needs as to support professional postures.
- _____ Knowledge of the potential uses of standardized measures of student performance for evaluation purposes.
- _____ Is proficient at using the evaluation tool to conduct evaluations
- _____ An ability to apply formative (in process) and summative (post process) judgments of needs, problems, achievements and resolutions about personnel and programs.

Comments:

13. POLICY IMPLEMENTER

Effectiveness in this area is demonstrated by:

- _____ A thorough knowledge of the policies and procedures relevant to his/her position.
- _____ The consistent and reasonable application of school policy.
- _____ A person who views policy as a means rather than an end, thus accommodates exceptions a necessary to accomplish school purposes effectively.
- _____ A person who demonstrates a personal commitment to school policy as well as insists upon i application to others.
- _____ The communication of policy expectations with lead time sufficient to ensure knowledge there to its enforcement.

Comments:

14. CRISIS MANAGER

Effectiveness in this area is demonstrated by:

- _____ The ability to cope with emergencies in a rational, unemotional and purposeful manner.
- _____ A willingness to share the responsibility for coping with school crises.
- _____ An ability to deal with crises in a manner that minimizes stress and hostility among those invc
- _____ Meeting crises in a straightforward and professional manner, thereby sharing personal anticip of impending exigencies with colleagues including superiors, subordinates and clients.
- _____ Effectively utilizing community authorities and resources in the resolution of crises.

Comments:

15. FACULTY AND STAFF PERSONNEL

Success in implementing this function requires:

- _____ Demonstrated competence in the recruitment, selection, orientation, and assignment of persc
- _____ An ability to design, to choose and to implement in-service training activities for purposes of s development.
- _____ The effective evaluation of personnel.
- _____ Effectiveness in bargaining with personnel associations and groups.
- _____ The administration of the contract in a manner to assure due process and minimal personnel problems.
- _____ Feedback received from teachers
- _____ Competence in the receiving, hearing, and resolving of personnel concerns and grievances.
- _____ Efficiency in scheduling and directing staff meetings.

Comments:

16. SCHOOL PLANT AND FACILITIES

Success in implementing this function requires:

- _____ Effective planning and supervising of the maintenance of school facilities.
- _____ Efficient scheduling and use of school facilities.
- _____ The identification, proposal and planning of construction needs.
- _____ The achievement of effective security and emergency evaluation procedures.
- _____ Effectiveness in planning and implementing transportation procedures and resolving related problems.

Comments:

17. STUDENT PERSONNEL

Success in implementing this function requires:

- _____ The effective orientation of the students.
- _____ The maintenance of desired standards of student behavior.
- _____ Effectiveness in coping with student behavior problems.
- _____ The development and implementation of procedures for monitoring and reporting student attendance and tardies.
- _____ Effective counseling and advising of students and parents.
- _____ Pupil attendance (school or district-wide)
- _____ The administration of school policies to ensure due process to all concerned.
- _____ The maintenance of a comprehensive program of student services including guidance, health transportation, accounting, and admission/orientation.

Comments:

18. COMMUNITY RELATIONS

Success in implementing this function requires:

- _____ The effective communication with relevant school constituencies.
- _____ An ability to interpret the school and its programs to the community.
- _____ Good working relationship with the board of education.
- _____ The reception, accommodation, and resolution of the concerns and grievances of the school community.
- _____ Good working relationships with the news media.
- _____ Feedback received from parents, students and community members.
- _____ Effective interaction with the community agencies, including the board of education, patrons, support staff, businesses and service groups.
- _____ Participation within the community through its clubs, organizations, churches, etc.

Comments:

19. FISCAL MANAGEMENT

Success in implementing this function requires:

- _____ Effective direction and monitoring of fiscal/accounting procedures as prescribed by the board agencies, and the administrative offices.
- _____ The effective administration of the school budget.
- _____ The efficient preparation, monitoring, and implementation of budget requests.
- _____ An ability to secure adequate financial resources and support.

Comments:

Additional Comments:

Overall Rating:

#DIV/0!

3.50 - 4.00 = Highly Effective

1.50 - 2.49 = Minimally Effective

2.50 - 3.49 = Effective

1.00 - 1.49 = Ineffective

Evaluator's Signature

Date

I have received a copy of this evaluation and I am aware that a copy will be filed in my personnel file

Employee's Signature

Date

Original: Personnel File
Copy: Employee

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