

## **4090 ADMINISTRATOR EVALUATION**

### **Philosophy**

The School Board and the professional staff recognize that the primary goal of the School District is student learning and development. The most important responsibility an administrator has as an instructional leader is performance evaluation. To be done adequately, it requires a considerable amount of time, and this time commitment should be understood and made from the beginning.

### **Purpose**

The primary purpose of the Administrator Evaluation process is the improvement of instruction.

### **Assumptions**

The basic assumptions related to the need for an Administrator Evaluation system are:

1. Administration is a valuable and necessary function in the School District.
2. Administration is a supportive function.
3. Each administrator brings to the School District areas of strength and areas where growth and development will improve his/her effectiveness.
4. The instructional staff needs to be formally evaluated and administrators should understand the need to be evaluated.
5. Periodic comprehensive evaluation of all personnel is necessary if planned change and improvements are to take place.

### **Process**

The Administrator Evaluation system incorporates the following components:

1. A yearly Goal Setting and Review Process in which the administrator will work toward achieving professional goals mutually agreed upon by the administrator and his/her supervisor.
2. A Comprehensive Evaluation once every two years using a set of pre-determined criteria.

### **Goal Setting and Performance Review**

All administrators will participate in the Goal Setting and Performance Review annually. The administrator and his/her supervisor should discuss and select a minimum of two goals representing mutual agreement. The goal(s) should relate to the administrator's professional duties and the School District's goals. All goals should be (1) challenging, (2) stated precisely, (3) stated in measurable terms, and (4) designed to include a time-line for accomplishment.

The Superintendent shall be annually evaluated by the School Board.

The following two steps are involved in the Goal Setting Process:

1. An Initial Conference between the administrator and his/her supervisor will be held during August or September. The statement(s) of the goal(s), the steps involved in achievement, and the recommended time-line should be determined.
2. A Subsequent Conference will be held in May or June at which time the

administrator and his/her supervisor will record their evaluations of the achievement of the goal(s).

### **Comprehensive Evaluation**

1. Administrators will participate in the Comprehensive Evaluation a minimum of once every two years.
2. The supervisor has the prerogative to evaluate administrators more frequently if a need arises, and administrators may request to be evaluated more frequently. A variety of methods will be used in observing and evaluating the administrator relative to the Comprehensive Evaluation. The Comprehensive Evaluation shall be based upon the following criteria:

1. Instructional Leadership
2. Administration and Supervision
3. Relationship to Other Administrators
4. Relationship to Staff
5. Relationship to students
6. Relationship to community
7. Professional characteristics
8. Personal characteristics

### **Record Keeping**

1. All records pertaining to the Administrative Comprehensive Evaluation Process will be maintained in the Human and Community Resources and Relations Office.
2. The administrator may request to see his/her personnel file.
3. The administrator will be requested to sign the Comprehensive Report as an indication that he/she has reviewed same.
4. All records pertaining to goal setting will be kept in the working files of the administrator's supervisor.
5. Copies of all documents related to goal setting and the Comprehensive Evaluation will be provided to the administrator upon request.

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