

AdministrationEvaluation of Principals1. Objectives

The Board recognizes that the role of a school Principal is varied and complex requiring an appraisal of process that accurately measures performance and provides support for the continued growth and improvement of the Principal. The general job description and an evaluation instrument with performance standards for a Principal shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education. The Superintendent and/or the Superintendent's designee shall complete a formal annual evaluation of all principals. The appraisal process for Principals shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify, for the Principals, their role in the school system as seen by the board.
- c. Clarify for all board members the role of the administration and the immediate priorities among each Principal's responsibilities.
- d. Develop harmonious working relationships between the board and each Principal.
- e. Aid the individual Principal to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

2. General Procedures

The formal Principal appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Principal's duties and responsibilities. They do not, however, specifically include the total range of expectations of an effective Principal. As a result, additional data and information related to the administrative role may be utilized to generate a comprehensive appraisal.

3. Appraisal Cycle

Probationary Principals shall be observed and evaluated at least once each semester.

Permanent (tenured) Principals shall be evaluated and receive a summative evaluation at least once every three (3) years. In years when the principal does not receive a summative evaluation, the principal, in concert with the superintendent, shall identify written goals and have a written plan to make progress toward such goals.

Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Principal, or in the discretion of the appraiser.

The appraisal cycle and appraisal process for a permanent Principal is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated

cycle or in the manner directed by this policy shall not give the permanent Principal rights, but may be addressed in evaluating the responsible appraiser's performance.

4. Appraisal Process

The appraisal process is the responsibility of the Principal and the Principal's immediate supervisor. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument shall serve as the basis for the formal appraisal. During the formal appraisal, data is collected as required to provide a basis for appraising the performance categories. The data will relate to each indicator identified in the performance standard category. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other administrators); statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Principal (such as the Principal's evaluations of teachers) and observations of performance. The Principal may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data, along with the professional opinions of the responsible appraiser, shall serve as the basis for the final appraisal report. In addition to the final report, each Principal will receive or may request a detailed version of the data results as related to each performance standard and indicator. This review will include the appraiser's perceptions of whether or not the given expectation indicator was met.

5. Final Summative Evaluation

The appraisal process culminates in a final summative evaluation. The final evaluation consists of a rating of each performance category, identification of whether the Principal's performance meets or does not meet district standards of performance, a list of deficiencies in the Principals' performance, suggestions and plans for improvement to assist the Principal or in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Principal may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Principal shall have the duty to comply with such plans. The Principal is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

*See:* 2220A Principal Evaluation Instrument

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