

Evaluation of Principals/Building Administrators

The certificated/licensed administrator evaluation process is designed to provide feedback to building principals and administrators regarding leadership strengths and areas for growth. The process is also one dimension in determining a continued administrative assignment by the superintendent of schools. The evaluation is predicated on the effective schools research which outlines the characteristics of principals that have been found to contribute to effective school site leadership.

The evaluation process shall include the following elements:

Formative planning

The school administrator and evaluator shall meet prior to the beginning of the school year to review the outcome of the prior year's evaluation and growth plan. Expectations, resources and support systems will be identified to provide the building administrator every opportunity for success.

Data collection

1. Self-directed performance documentation. The building administrator may compile documentation relative to performance measures of the school. Measures may include, but are not limited to, all the categories of the job description and the evaluative instrument.
2. Direct observation by evaluator. The evaluator will provide the evaluated administrator with consistent, direct observational performance data throughout the school year in all areas of the job description and evaluation instrument. A minimum of three observations/conferences will be initiated by the evaluated administrator with the assigned evaluator.
3. Review of documents for planning and performance indicators. The evaluator will use, but is not limited to, the *Blueprint* planning process.
4. Informal data/anecdotal records. The evaluator may file anecdotal information relative to the full range of formal and informal administrative leadership characteristics to be included in the evaluation process.

Summative/formative cycle

Each building administrator will be provided with a written summative review by April of each year. Such reviews will be signed by the evaluator and reviewed by the superintendent. The summative review will initiate the formative evaluative process for the succeeding school year.

Professional growth plan

Each building administrator will have a professional growth plan developed subsequent to the completion of the summative report. This will initiate the formative planning process.

Required improvement plan (optional)

In cases where significant improvement is needed, the building administrator may be placed on an improvement plan.

Timelines for evaluation

Principals will be evaluated yearly. The formative process will begin when the summative process ends. The written summative report and all signatures must be filed in the superintendent's office by the end of April.

Administrators on probationary status will be notified by March 15 as to their continued administrative assignment in accordance with Board policy.

Approved prior to 1985

Revised to conform with practice: date of manual adoption

CROSS REF.: GCB, Administrative Staff Contracts and Compensation/Salary Schedules

Note: *Please refer to the document "Highland Schools Building Administrators' Personnel Performance Assessment Process," on file in the superintendent's office.*