HAYFIELD SCHOOL DISTRICT
PERFORMANCE APPRAISAL
BUILDING PRINCIPAL

Building principals are evaluated on the following leadership categories. In addition, 35% of their final evaluation is based on performance measures such as student proficiency rates, student academic growth scores, reduction of achievement gaps, graduation rates, improved attendance rates, or reduced drop-out rates. A copy of the entire evaluation plan is available in the district office for review.

STRATEGIC LEADERSHIP

There is clear evidence that the administrator has established a model of shared leadership and decision-making strategies, formulated a building strategic plan that is in alignment with the district strategic plan, demonstrated the ability to implement change or educational reform, and demonstrate adaptability and conceptual flexibility.

INSTRUCTIONAL LEADERSHIP

There is clear evidence that the administrator demonstrates an understanding of issues affecting education. The administrator demonstrates an understanding and recognition of the significance of diversity and its impact on personalized learning for each student. The administrator demonstrates the ability to enhance teaching and learning through curriculum, alignment, assessment and data analysis.

COMMUNICATIONS LEADERSHIP

The following may include either or both verbal or written form: There is clear evidence that the administrator is effectively communicating district goals and expectations. The administrator has consistently considered the needs of stakeholders in communicating important messages. All important messages are delivered in oral, and/or electronic formats. Informs superintendent and staff of decisions, changes, and other relevant information on a timely basis. Listens effectively. Conveys information and ideas effectively in a variety of settings. Communicates clearly and effectively in both formal and informal settings. The administrator creates an environment, which encourages a timely, high quality exchange of information, ideas and opinions and is able to give and receive feedback in a constructive fashion. The administrator exemplifies positive relationships with staff and students while providing clear guidelines to staff, students, parents, and community.

MANAGERIAL LEADERSHIP

There is clear evidence that the administrator demonstrates leadership by providing purpose and direction for individuals and groups. The administrator can define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation. Demonstrates the ability to plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels. Develops and manages budgets and maintains accurate financial records. The administrator demonstrates an understanding of facilities development, planning and management. There is clear evidence that the administrator has built the relationship between staffing programs and the successful implementation at the classroom level. Recruiting and interviewing processes emphasize that the candidates must have knowledge and experience in successfully teaching in a standards-based classroom and establishes staffing patterns to meet the needs of students in our district. Recommends licensed and support staff for employment and dismissal in the school district based on employee performance evaluations.

CULTURAL LEADERSHIP

There is clear evidence that the administrator creates and monitors a positive learning environment for all students and a positive working environment for all staff.

SCHOOL AND COMMUNITY LEADERSHIP

There is clear evidence that the administrator can set priorities in the context of stakeholder needs. The administrator demonstrates the ability to involve stakeholders in collection of feedback and builds community consensus. The administrator promotes a positive image of schools and the school district while monitoring and addressing perceptions about school-community issues.

ETHICAL AND PROFESSIONAL LEADERSHIP

There is clear evidence that the administrator develops, adjusts and implements policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications. The administrator will demonstrate the ability to balance complex community demands in the best interest of learners and will help learners grow and develop as caring, informed citizens.