

Storey County School District
Policy Manual

Adopted:

*Revised: 10-5-06
10-23-02*

Section: Foundations & Basic Commitments

Title: Administrative Evaluation

Previous Policy Number: AFH

**Presented as below to School Board for Review on 9-27-2000 & 7/25/01 & 8/8/01, 9-7-06,
10-5-06**

ADMINISTRATIVE EVALUATION POLICY

PHILOSOPHY: The Board of School Trustees believes a continual system of administrative evaluation is necessary to the operation of an effective school district. We believe the major goal of the administrative evaluation system is the professional growth of those who participate. Through this participation, all parties share the responsibility for growth and work in a cooperative manner.

The process of evaluation focuses on, but is not limited to, the instructional leadership performance of each administrator. It correlates with the job description in district policy and focuses on the current research on leadership and school administration.

Evaluation is an individualized process and therefore, each administrator must be evaluated on his/her specific strengths and needs. The Board believes that the evaluation system should improve job performance rather than be merely judgmental, therefore the evaluators of administrative performance are expected to have adequate training and expertise in the process of supervision and evaluation.

The district will maintain complete documentation of all evaluation activities. Timely written documentation is instrumental to an effective evaluation system. This documentation is designed to allow for a continual record of performance and will provide the opportunity for administrators to dissent from the evaluator's evaluation.

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ADMINISTRATIVE EVALUATION

PERFORMANCE INDICATORS:

Instructional Leadership

1. Establishes and communicates the school mission and instructional priorities to all.
2. Devotes a significant portion of his/her time to instructional improvement.
3. Assists and encourages staff toward professional development.
4. Encourages staff to work toward personal and group goals.
5. Coordinates the use of Special Education and non-instructional personnel and services.
6. Organizes facilities and resources to assist staff in the optimal delivery of the instructional program.
7. Demonstrates and conveys a commitment that all students will achieve to their potential.
8. Ensures the frequent monitoring of student progress. Uses evaluation results to improve the instructional program.
9. Regularly sets goals and implements programs after assessment of school, staff, and student needs.
10. Administers budget allocations responsibly and accurately.
11. Completes and maintains all clerical and record keeping tasks.
12. Ensures the safe and efficient operation of the school plant.
13. Plans for and recommends the annual facility remodeling and construction necessary to support the instructional program.

School Climate

1. Complies with law and Board policy regarding student discipline.
2. Establishes, communicates, and maintains clear expectations, rules and guidelines for student behavior that results in a safe, orderly environment.
3. Monitors student conduct and applies rules equitably and consistently, focusing on student behavior rather than the individual.
4. Routinely keeps all necessary parties informed of major discipline problems.
5. Provides for recognition of effort through incentives and rewards. These rewards should be structured to build persistence and intrinsic motivation.
6. Provides leadership designed to improve the overall morale of the school.

Interpersonal Relations/Communications

1. Works cooperatively with individuals and groups.
2. Exhibits poise and self confidence when faced with stressful or unpleasant situations.
3. Communicates clearly and effectively.
4. Establishes positive communication and relationships with staff, students, parents, peers and supervisors by:
 - a. Displaying a pleasant demeanor and positive attitude.
 - b. Showing courtesy, cooperation, understanding and patience.
 - c. Seeking input, valuing contributions, listening and providing feedback.
 - d. Being accessible.
 - e. Modeling and enforcing the use of the "chain of command".
5. Treats personnel with respect and impartiality.

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Professional Growth/District Wide Responsibilities

1. Takes responsibility for personal professional growth.
2. Models professionalism and professional growth to all parties.
3. Assists in addressing and solving district wide problems. Exemplifies a "team" attitude.
4. Provides input, assistance, and leadership in the development of district wide instructional and curricular improvement.

Community Relations

1. Communicates with the community to inform them of school activities and events.
2. Encourages community participation and involvement in the school.
3. Cooperates with community agencies.
4. Is active and attends community events.
5. Encourages parents to confer with staff as necessary.
6. Provides parents with regular and special reports.
7. Stays alert and is sensitive to community needs and conditions.

Pupil Personnel

1. Treats all students equitably.
2. Demonstrates genuine concern for students.
3. Implements and monitors positive motivation and reward programs for students.
4. Serves as an advocate for students through committee work and involvement.

Personal Qualities

1. Maintains appropriate levels of grooming and attire.
2. Exhibits enthusiasm and optimism.
3. Exhibits professional judgment and honesty in all matters.
4. Maintains a high level of ethics, morality, and integrity.
5. Maintains physical and mental health and stability.
6. Continually respects confidential materials and conversations.
7. Demonstrates a willingness to implement and support innovative programs or ideas.

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ADMINISTRATIVE EVALUATION

TIMELINES:

On or Before the Start of School

The Superintendent and administrator shall cooperatively develop goals for the administrator for the upcoming year. Goals will be objective, measurable and will list the form of evaluation and the expected measure of success.

On or Before January 30

The administrator and superintendent shall meet to discuss the progress on the cooperatively set goals. It shall be the responsibility of the administrator to provide data and evidence of progress on the goals.

On or Before July 1

The administrator and the superintendent shall meet to discuss a final summary of the cooperatively established goals. It shall be the responsibility of the administrator to provide data and evidence of progress on the goals.

On or Before July 1

The superintendent and administrator shall meet to complete the district adopted summative evaluation process. Included in this evaluation will be a review of the cooperatively established goals, staff evaluations and the superintendent's assessment of the administrator's performance on the district adopted indicators.

At the Second May Board Meeting

The superintendent shall make recommendation to the Board regarding the employment status of the administrator for the next school year. The options for employment shall include:

- Continuation of employment
- Renewal of employment with probation
- Non-renewal of contract

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ADMINISTRATIVE EVALUATION

DEFINITIONS

DISTRICT ADOPTED INDICATORS - Indicators of performance relative to school administration found in district policy. The indicators provide expectations with respect to the acceptable performance of the position of school principal and lead teacher in the Storey County School District.

GOALS - Job targets set cooperatively by the administrator and the superintendent. Goals shall be written, objective in nature and measurable. They shall be time relevant and shall have a method of evaluation and a criteria for success defined.

INSTRUCTIONAL LEADERSHIP - The activities engaged in while performing the role of school leader. A primary focus on the leadership of the school, staff, students, curricula, instructional planning and delivery.

SCHOOL CLIMATE - The overall atmosphere of the school including, but not limited to, discipline, morale, and safe/orderly environment.

ASSESSMENT RANKINGS - 1) Satisfactory - Administrator is meeting expectations, and 2) Needs Improvement/Area of Concern -Administrator is performing below expectations.

AREA OF CONCERN - This is defined as an area in the administrator's performance that is found to be deficient. Method of defining deficiency will be as follows:

1. Goal Setting - The inability to demonstrate successful progress toward or completion of a goal cooperatively set by the administrator and the superintendent.
2. District Adopted Indicators - Inadequate performance on three (3) or more of the indicator categories.

INTENSIVE ASSISTANCE PLAN - A plan designed to assist the administrator in the remediation of the deficiencies noted in an evaluation cycle. The plan shall include:

1. A statement of the deficiencies.
2. A time line for improvement.
3. Stated expectations for improvement, including measurable outcomes.
4. A listing of sources of assistance available to the administrator.

RENEWAL WITH PROBATION - An administrator recommended for reemployment with this stipulation will be subject to the following provisions:

1. An intensive assistance plan.
2. No increase in salary.

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GOAL 2

Evidence of accomplishment:

Time line for implementation:

Method of evaluation:

Criteria for success:

(Attach additional pages as necessary)

=====
The above goals have been cooperatively developed by the administrator and superintendent whose signatures appear below. The signature of the administrator does not necessarily indicate agreement; merely that the opportunity to review the goals and to comment has been provided.

Administrator's Signature

Superintendent's Signature

Date

Date

Administrator's Comments:

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ADMINISTRATIVE EVALUATION

INTENSIVE ASSISTANCE PLAN

_____ Administrator Assignment Date

In accordance with District Policy _____, you are hereby notified that your performance as an administrator in the Storey County School District has been deemed unsatisfactory. Therefore, you are being placed on an Intensive Assistance Plan. An Intensive Assistance Plan is defined as: deficiencies noted in an evaluation cycle. The plan shall include:

1. Time line for improvement.
2. Stated expectations for improvement, including measurable outcomes.
3. A listing of sources of assistance available to the administrator.

Statement of Deficiencies

1. Time line for improvement:
2. Stated expectations for improvement, including measurable outcomes:
3. Evaluation - Evidence of satisfactory improvement will be:
4. Assistance - The following sources of assistance are available to you:

The above described Intensive Assistance Plan has been discussed by the individuals whose signatures appear below. The administrator's signature does not necessarily indicate agreement, merely that he/she has been given the opportunity to review and discuss the Plan and to comment/dissent with the statements expressed in this Plan.

Administrator Signature

Superintendent Signature

Date

Date

Administrator's Comments/Dissent: