

NON-INSTRUCTIONAL ADMINISTRATOR EVALUATION

Director of Technology – Transportation Supervisor – Administrative Assistant for Finance –
Patriot Online Academy Coordinator – Athletic Director

Process:

1. The Superintendent will meet with each administrator in the fall. Administrators will review and complete the "Preliminary Goal-Setting" page prior to the conference. This page will be a point of discussion during the pre-conference.
2. The Superintendent will conduct series of informal visits throughout the year to assess each of the criteria on which the administrator will be evaluated.
3. The administrator will complete a self-assessment using the evaluation template. The self-assessment will include evidence that supports the administrator's rating for each category.
4. The Superintendent will meet with the administrator during the month of March to review the self-assessment and any data/evidence collected.
5. The Superintendent will complete the evaluation prior no later than March 15th.
6. If/when it is determined by the Board that salary increases are possible for employees, those administrators rated as effective or highly effective shall be provided said increases or adjustments based on the level of attainment.

Rating/Evaluation:

The rating for the administrator evaluation will be determined by the following:

Goals and Objectives	25%
Knowledge and Skills	10%
Management	40%
Personal Leadership	25%

GOALS

#	Goals & Objectives	Strategies What specific strategies will the administrator use to achieve these objectives?	Measure What will be the measures of successful attainment of these objectives?	Evidence What evidence will the administrator produce to illustrate the extent to which these target goals were met?	Support What support might be needed from the superintendent?	Discussion & Summary To what extent were target goals met?

GOALS & OBJECTIVES (30%)

GOALS			
Highly Effective	Effective	Minimally Effective	Ineffective
Goals and objectives clearly aligned to research and best practice and evidence exists that reflect improvement.	Goals and objectives tied to previous performance and evidence reflects improvement.	Goals and objectives tied to previous performance however not all objectives can be measured.	Little or no evidence exists that supports the connection between goals and results.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

KNOWLEDGE & SKILLS (10%)

MAINTAINING EXPERTISE			
Highly Effective	Effective	Minimally Effective	Ineffective
Has an exceptional understanding of the field and is continually re-tooling in order to maintain a cutting edge.	Has a solid understanding of the field and takes steps to ensure skills are current.	Understands the field however does not take initiative to enhance skills.	Struggles maintaining a current understanding of the field.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

MANAGEMENT (35%)

BUDGETING			
Highly Effective	Effective	Minimally Effective	Ineffective
Actively pursues alternative operational strategies and forecasts challenges in order to meet and exceed budget expectations.	Meets budget expectations consistently.	Attempts to work within the confines of the budget, however is not always successful.	Budgeting performance suggests this is a low priority.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PROBLEM-SOLVING			
Highly Effective	Effective	Minimally Effective	Ineffective
Evidence of proactive problem-solving relative to departmental priorities, policies and	Effectively responds to changing needs and policies as they arise.	Spends time managing changing needs and policies however is generally responsive rather than proactive.	Difficulty forecasting changing needs and policies.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

COMMUNICATION

Highly Effective	Effective	Minimally Effective	Ineffective
Skillfully and clearly communicates goals to all stakeholders in a manner that elicits support and buy-in.	Uses a variety of communication strategies (e.g. face-to-face, newsletters, websites) to communicate with stakeholders	Has a limited communication repertoire and some key stakeholders are not aware of school goals/expectations.	Is not an effective communicator, and others are often left guessing about policies and direction
Evidence:			
[] Highly Effective [] Effective [] Minimally Effective [] Ineffective			

EVALUATION OF STAFF/PROGRAM

Highly Effective	Effective	Minimally Effective	Ineffective
Prioritizes evaluation of staff/programs over competing commitments and understands the importance of dedicating the time and resources necessary to ensure the accurate evaluation of every.	Uses staff/program evaluations to develop a clear picture of the strengths and needs of each staff/program.	Evaluates staff/program however little follow-through exists.	Has difficulty evaluating staff/programs.
Evidence:			
[] Highly Effective [] Effective [] Minimally Effective [] Ineffective			

FACILITIES & OPERATIONS			
Highly Effective	Effective	Minimally Effective	Ineffective
Building and/or department is consistently clean, organized and all employees demonstrate pride in their work and execute responsibilities in an orderly fashion.	Building and/or department is consistently clean, organized and operates in an orderly fashion.	Building and/or department is generally clean and organized.	Building and/or department appears unorganized and/or disorderly at times.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PROFESSIONAL DEVELOPMENT & TRAINING			
Highly Effective	Effective	Minimally Effective	Ineffective
Coordinates high quality coaching, workshops, and other professional learning tuned to staff needs based on district goals.	Coordinates regular staff meetings as the prime locus for professional learning.	Conducts staff meetings however the primary objective is not focused on professional learning.	Does not emphasize teamwork and staffs work mostly in isolation from colleagues.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

ETHICS

Highly Effective	Effective	Minimally Effective	Ineffective
Models professional, ethical behavior at all times and expects it from others.	Expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Understand the norms, values, and culture of the organization, but is not always consistent in behaving that way.	Behaves and acts in a way that does not consider the norms, values, and culture of the organization.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

ORGANIZATION AND COMPLIANCE

This includes meeting state/federal reporting requirements and other directives/tasks in a timely manner.

Highly Effective	Effective	Minimally Effective	Ineffective
Establishes yearly, monthly, weekly, and daily priorities and objectives, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day, but often loses focus on them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PERSONALITY, ATTITUDE & RELATIONSHIPS

Highly Effective	Effective	Minimally Effective	Ineffective
Projects a positive, team-oriented attitude, making all stakeholders (including students and parents) feel supported, respected and valued.	Projects a positive attitude and is respectful of differing opinions and beliefs.	Is personally courteous and respectful.	Has difficulty separating his/her attitude from interpersonal relationships.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

EVALUATION SUMMARY PAGE

Administrator:		School Year:	
Assignment:		Evaluator:	

Criteria	Rating				Score			
	HE (1)	E (.8)	ME (.7)	I (0)	%		Rating Weight	Final
Criteria					%			
					Possible			
Goals and Objectives (25%)					25	X		
Knowledge and Skills (10%)					10	X		
Management (40%)								
<i>Budgeting</i>					5	X		
<i>Problem Solving</i>					5	X		
<i>Communication</i>					5	X		
<i>Evaluation of Staff</i>					5	X		
<i>Facilities & Operations</i>					5			
<i>Professional Development & Training</i>					5	X		
<i>Staff Collaboration</i>					5	X		
<i>Maintaining High Expectations & Accountability</i>					5			
Personal Leadership (25%)								
<i>Ethics</i>					5	X		
<i>Organization</i>					5	X		
<i>Personality and Attitude</i>					5	X		
<i>Soliciting Feedback</i>					5	X		
<i>Persistence</i>					5	X		
Total:								
Overall Rating: <input type="checkbox"/> Highly Effective 90-100 <input type="checkbox"/> Effective 80-89 <input type="checkbox"/> Minimally Effective 70-79 <input type="checkbox"/> Ineffective 0-69								

Comments by Superintendent:

Comments by Administrator:

Superintendent's Signature:		Date:	
Administrator's Signature:		Date:	