

Director Evaluation Criteria

The following criteria, when applicable, shall be used in the evaluation of administrative staff as related to the administrator's assignment:

Leadership

The administrator applies knowledge and skills of supervision to programs and staff and demonstrates the ability to inspire subordinates to grow and develop in a way that reflects acceptance of his/her leadership. The effective administrator:

- A. Assumes responsibility for the instructional program; encourages initiative and creativity in program improvement.
- B. Establishes procedures to provide appropriate staff involvement in program decisions.
- C. Cooperates with other administrators in establishing and implementing programs and goals.
- D. Assists teachers in providing for individual needs and abilities of students.
- E. Shares knowledge of desirable educational practices.

Administration and Management

The administrator demonstrates responsibility in establishing an effective communicative environment which reflects openness, honesty and a high degree of mutual respect, both personal and professional. The effective administrator:

- A. Provides for prompt and courteous response to visitors, correspondence and calls.
- B. Develops timely communications which enhance the understanding of the intended audience.
- C. Implements orderly procedures to facilitate communication within the building or department.
- D. Provides avenues to receive feedback.
- E. Submits reports as required.

- F. Supports district goals when dealing with the public.
- G. Conducts effective staff meetings.

The administrator demonstrates the ability to make a decision and develops appropriate objectives. The effective administrator:

- A. Completes objectives assigned by supervisors.
- B. Completes self-selected objectives.
- C. Establishes a self-monitoring system for objective achievement.

The administrator demonstrates an interest in contributing to the accomplishment of district objectives beyond those directly related to his/her administrative unit. The effective administrator:

- A. Accepts and follows through on specific district assignments.
- B. Contributes insights and perceptions which are helpful in the achievement of district-wide goals.
- C. Cooperates with other district administrators in achieving district goals.
- D. Demonstrates support for other district administrative units.

School Finance

The administrator takes initiative to provide staff members with an understanding of the budget process and, when practical, utilizes staff members to help establish budget priorities.

The administrator demonstrates effective utilization and control of physical and financial resources. The effective administrator:

- A. Utilizes building/department staff to maintain the facility in good condition.
- B. Communicates clearly with other district departments about building needs that cannot be met by assigned staff.
- C. Makes budgetary decision on the basis of educational/departmental need and available resources.
- D. Makes budgetary decisions that support achievement of district goals.

- E. Monitors building/department spending within established budgetary levels.
- F. Seeks means of achieving goals in a cost-effective manner.

Professional Preparation and Scholarship

The administrator demonstrates a desire for continual growth of competencies. The effective administrator:

- A. Monitors his/her own performance; solicits feedback from others.
- B. Formulates and achieves appropriate personal goals for professional improvement.
- C. Becomes involved in meaningful and professional growth activities.

Effort Toward Improvement When Needed

The effective administrator:

- A. Responds to constructive suggestions.
- B. Adjusts to change and implements new strategies when appropriate.
- C. Seeks advice and assistance when appropriate.

Interest in Students, Staff, Patrons and What is Taught

The administrator conducts self in a mature, self-confident and friendly manner in personal relationships in a way that contributes positively to the image of the district. The effective administrator:

- A. Promotes student and faculty feelings of personal worth.
- B. Deals constructively with interpersonal problems.
- C. Promotes high staff morale and commitment to professional competence.
- D. Respects individual judgment and diversity of opinion.
- E. Contributes to the maintenance of discipline by open communication among parents, staff and students.
- F. Supports and effectively interprets building and district programs and policies to others.

- G. Cooperates with parent/community organizations.
- H. Plans use of available district/community resources to support student and/or program needs.

Evaluation of Staff

The administrator applies knowledge, experience and training in recognizing good professional performance, capabilities and development. The effective administrator:

- A. Attends and participates in courses and training relating to the evaluation of staff.
- B. Demonstrates good judgment in selecting and assigning staff members to maximize their effectiveness.
- C. The administrator demonstrates ability and performance in the evaluation of staff.
- D. Utilizes appraisal practices that provide staff with a clear understanding of performance expectations.
- E. Spends an adequate amount of time and effort observing the performance of staff.
- F. Bases staff evaluations on professionally gathered data.
- G. Demonstrates skill in communicating evaluation information to staff in a manner which inspires positive reaction and improvement.
- H. Develops appropriate programs to assist subordinates to overcome observed deficiencies.
- I. Follows established procedures and timelines in completing required staff evaluations.
- J. Recommends appropriate probations and termination actions when necessary.