

**HUMAN RESOURCES****EMPLOYEE EVALUATION - ADMINISTRATIVE PROCEDURES FOR PERFORMANCE  
EVALUATION OF ADMINISTRATORS (PRINCIPALS, ASSISTANT PRINCIPALS,  
AND CENTRAL OFFICE ADMINISTRATORS)****I. EVALUATION PROCESS FOR ADMINISTRATORS (PRINCIPALS,  
ASSISTANT PRINCIPALS, AND CENTRAL OFFICE ADMINISTRATORS)**

- A. For administrators who are in their first, second, or third year of orientation a minimum of two (2) written evaluations per year are required.
- B. For administrators with three or more years of administration, a minimum of one (1) written evaluation per year is required.
- C. The administrator's immediate supervisor is responsible for monitoring performance and for preparing the written evaluation.
- D. The purpose of the evaluation is to improve the administrator's performance and professional growth. The administrator and the immediate supervisor will mutually establish annual written goals on or before October 1. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference, the administrator and the supervisor will meet at least once annually to review progress toward the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five (5) working days of the conference.
- E. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document

the progress made toward goal attainment or unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics will be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

- F. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later than five (5) working days following receipt of the written evaluation.

## **II. IMPROVEMENT PLAN FOR ADMINISTRATORS**

- A. An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in part IV of this regulation.
- B. The improvement plan shall designate how the employee shall meet the performance characteristics. The improvement plan shall:
  - 1. identify the deficiency(ies),
  - 2. specify the corrective action to remediate the deficiency(ies),
  - 3. contain the time frame for monitoring an deadlines for meeting the performance characteristics, and in no case shall an

- improvement plan be for more than one (1) semester in length, and
4. describe the resources and assistance available to assist in correcting the deficiency(ies).
- C. After the employee has successfully corrected deficiency(ies), the employee must continue to meet standards.
  - D. Nothing in this part shall supersede the provisions of Section §18-2E-6, 18-3-4, or 18A-2-8 of the West Virginia Code.

### **III. IMPROVEMENT TEAM FOR ADMINISTRATORS**

- A. A referral to an improvement team for an administrator whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The administrator may request the assistance of an improvement team.
- B. The improvement team shall be comprised of the administrator's immediate supervisor and two administrators, one at the same school level. One of the administrators shall be selected by the improvement plan and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to 4005.01 of this policy.
- C. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- D. The improvement team shall monitor the improvement plan and may: conduct observations and conferences, provide training to assist the administrator in meeting the performance criteria outlined in the plan, and identify additional resources. Release time may be provided for administrators who service on the improvement team.

### **IV. ADMINISTRATORS RESPONSIBILITIES**

In addition to established laws, policies, rules and

regulations, job descriptions for administrators shall include the following responsibilities:

- A. demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance;
- B. provides purpose and direction for schools/county;
- C. demonstrates cognitive skills to gather, analyze and synthesize information to reach goals;
- D. manages consensus and group behaviors;
- E. enhances quality of total school/county organization;
- F. organizes and delegates to accomplish goals;
- G. communicates effectively and
- H. provides leadership in the implementation of technology standards.

V. **ADMINISTRATION**

Performance characteristics in this section are the state adopted responsibilities for administrators. The purpose is to clarify responsibilities of the administrator and to provide guidance to the administrator in understanding job expectations.

A. Instructional Leadership

- 1. Demonstrates instructional leadership to enhance school effectiveness by improving student achievement.
- 2. Items that may be used to reflect instructional leadership competencies:
  - a. demonstrates a knowledge of supervision to improve instruction;
  - b. uses the evaluation process to improve instruction effectively;
  - c. analyzes a variety of educational data to focus on student achievement;
  - d. guides teachers in their professional growth; and
  - e. facilitates a climate that is conducive to student learning and development.

B. Purpose and Direction

- 1. Proactive Orientation - Views self as the school's/county's leader, initiates action, takes

responsibility and motivates others to assist in setting and achieving the goals.

Items that may be used to reflect a proactive orientation:

- a. accepts authority and assumes responsibility;
- b. analyzes negative and positive forces affecting the school/county
- c. takes immediate steps when problems arise;
- d. focuses resources on strategic goals;
- e. uses problem solving strategies;
- f. exhibits a positive attitude;
- g. encourages and facilitates meaningful and effective parent teacher communication;
- h. commands respect by example in appearance, manners, behavior, and language

## 2. Educational Values

- a. Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values.

Items that may be used to reflect educational values:

- promotes the welfare of students faculty and staff; and
- sets high expectations and articulate them to community, parents, staff, and students.

## 3. Cognitive Skills

- a. Interpersonal skills - Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:
  - encourages others to describe their perspectives;
  - respects others' perspectives; and
  - listens to others.
- b. Problem Analysis - Searches for relevant data and analyzes complex information before arriving at an understanding of an event or

a problem using formal and informal observations, research and interaction in gathering information. Items that may be used to reflect problem analysis:

- gathers information about the school, county, students, and community as appropriate;
- attends professional development sessions which are relevant to goals; and
- accesses computer and management information systems.

c. Judgment - Generates, evaluates and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:

- values divergent thinking;
- compares consequences of options; and
- makes decisions after data are analyzed.

### 3. Leadership

a. Managing Interaction- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

- identifies self as a team leader;
- intervenes, negotiates, resolves conflict as needed;
- facilitates communication; and
- creates cooperative atmosphere.

b. Persuasiveness - Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:

- ties needs to established goals;
- articulates expected outcomes; and
- develops trust by modeling desired behavior.

c. Sensitivity - Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

- understands how own behavior may affect others;
- adjusts strategies when ineffective;

- exhibits appropriate interaction skills; and
- deals effectively with emotional issues.

#### 4. Quality Enhancement

- a. Personal Motivation - Establishes high work standards for self and others. Items that may be used to reflect personal motivation:
  - promotes excellence by evaluating goals;
  - sets standards for goal accomplishment;
  - considers feedback; and
  - assesses own strengths and limitations.
- b. Management - Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:
  - supervises and monitors performance of staff;
  - collects and records performance data;
  - judges performance using criteria;
  - reinforces desirable behavior;
  - accesses computer and management information systems; and
  - demonstrates effective school financial management.
- c. Coaching - Creates opportunities for development of human resources through effective use of coaching and the use of staff development to foster individual growth. Items that may be used to reflect coaching:
  - builds a supportive environment for learning;
  - provides timely and specific feedback;
  - reinforces growth and development; and
  - exhibits effective conferencing skills.

#### 5. Organization

- a. Organizational ability - Develops a plan to meet goals by focusing on time deadlines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organization ability:

- plans for goal accomplishment;
  - establishes priorities;
  - budgets and allocates resources; and
  - assigns tasks and activities, and
  - plans for contingencies.
- b. Delegation - Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:
- assesses expertise of self and others;
  - determines tasks to be assigned;
  - determines tasks needing outside assistance;
  - identifies persons who can do tasks;
  - establishes performance standards; and
  - provides guidance.

## 6. Communications

- a. Oral Communications - Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:
- pronounces words and articulates clearly;
  - speaks confidently; and
  - uses correct grammar.
- b. Written Communications - Demonstrates skill in writing appropriately to the intended audience.
- writes with clarity and conciseness; and
  - uses correct grammar, spelling and appropriate language.

## 7. Technology Leadership

Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in Regulation 4005.02, Section VI.G.6. Items that may be used to reflect technology leadership competencies:

- inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,
- ensures that curricular design instructional strategies, and learning environments integrate appropriate



- technologies to maximize learning and teaching,
- applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,
  - ensures the integration of technology to support productive systems for learning and administration,
  - uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and
  - understands the social, legal and ethical issues related to technology and models responsible decision making related to these issues.

Any conflict between these administrative procedures and any statute or state board of education policy shall be resolved by following the statute or state board of education policy.

**POLICY REVISED:** October 14, 2002

**POLICY ADOPTED:** August 9, 1999

**OHIO COUNTY BOARD OF EDUCATION**