SANFORD SCHOOL DEPARTMENT

ADMINISTRATOR EVALUATION HANDBOOK
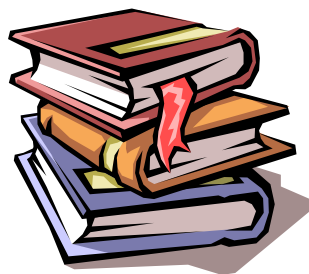
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HANDBOOK
ON
ADMINISTRATOR EVALUATION

INTRODUCTION

PHILOSOPHY OF SUPERVISION AND EVALUATION

Supervision and evaluation can encourage and facilitate professional growth while assessing performance. It is a cooperative process with the responsibility for accomplishment shared by administrator and evaluator. The administrator should be an active participant in all phases of the process.

THE PURPOSE OF ADMINISTRATOR SUPERVISION AND EVALUATION

Supervision is an ongoing process which assists the administrator in delivering quality education for Sanford's students by providing detailed information on an administrator's current performance level, recognizing strengths as well as noting areas needing improvement, and offering suggestions that are designed to enhance performance.

Evaluation is a summative procedure which assesses individual performance of an administrator over a period of time, identifies the quality of educational leadership practices and administrative performance, and provides detailed information for personnel practices relating to renewal, promotion, assignment, and dismissal.

EVALUATION PROCEDURE

1.   Goal setting, a tool for professional growth and better performance, is an important component of self-improvement. Administrators should select serious and substantial goals. *To begin a reflection process with their evaluators, administrators will be expected to place themselves on the ISLLC rubric.* Targeting too many goals fragments efforts and leads to frustration or trivializing of the goals. The number of goals should be determined by the relevance and time required for successful completion. Multi-year goals can be managed by including annual benchmarks.

    A.   Administrators will annually participate in the goal-setting and evaluation process based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards and Domain [with an additional Standard (7)].

        1)   The supervisor and administrator will agree on goals, strategies, and evaluation methods by October 15. (Can be modified with mutual agreement.)
        2)   The strategies and evaluation may include peer supervision and assistance; use of videotaping, portfolios, or exhibitions, artifact collections, and journals.
        3)   The administrator and supervisor will write ending comments and "sign off" by the end of May.

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GOAL SETTING

Administrator's name _____   Position _____

Evaluator's name _____   Position _____

Date: _____

* GOAL: (Area of improvement, or growth, or focus for the year.)

* STRATEGIES: (What specific steps, activities, actions, or learnings will you use to accomplish this goal?)

*DOCUMENTATION OF STRATEGIES: (What data or information will you collect, and how will you collect it to indicate that you have accomplished this goal?)

Interstate School Leaders Licensure Consortium (ISLLC) Standards and Domain

Standard 1:

An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Develop and embed a shared vision and mission.					
2. Use data to identify goals, assess organizational effectiveness, and promote organizational learning.					
3. Create plans to achieve goals.					
4. Implement plans to achieve goals					
5. Monitor and evaluate progress and revise plans.					
6. Promote continuous and sustainable improvement.					

Standard 2: **An educational leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**					
	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Nurture and sustain a culture of trust, learning, and high expectations.					
2. Create a rigorous and aligned curricular program.					
3. Create a personalized and motivating learning environment for students.					
4. Supervise and evaluate instruction and instruction staff.					
5. Develop assessment and accountability systems to monitor student progress.					
6. Develop the instructional capacity of staff					
7. Maximize time spent on quality instruction.					
8. Promote the use of the most effective and appropriate technologies to support teaching and learning.					

Standard 3:

An educational leader promotes the success of every student by ensuring management of the organization including the budgeting process, operation, and resources for a safe, efficient, and effective learning environment.

	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Manage, monitor, and evaluate operational systems.					
2. Obtain, allocate, and align human, fiscal, and technological resources.					
3. Promote and protect the welfare and safety of students and staff.					
4. Develop leadership capacity in the school community and promote productive patterns of leadership distribution.					
5. Protect teacher and organizational time and focus to support quality instruction.					

Standard 4:

An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Analyze the educational environment.					
2. Promote among staff, students, families, and other key constituencies an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.					
3. Build and sustain positive connections to families.					
4. Build and sustain productive connections to community partners.					

Standard 5:

An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Ensure accountability for every student's academic and social success.					
2. Model principles of self-awareness, reflective practice, and ethical behavior.					
3. Safeguard the values of democracy, equity, transparency, and diversity.					
4. Evaluate moral consequences of decision-making.					
5. Ensure that social justice and individual student learning inform all aspects of schooling.					

Standard 6:

An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Advocate for children and families.					
2. Influence local, district, state, and national decisions affecting student learning.					
3. Anticipate and influence trends, initiatives, and pressures from outside the organization.					
4. Assess and analyze emerging trends in order to adapt leadership strategies and priorities in a democratic society.					

Standard 7:

An educational leader promotes the success of every student by demonstrating professional attributes and responsibilities.

	Does not meet	Partially Meets	Meets	Exceeds	Comments
1. Supports the policies and procedures of Sanford School Department.					
2. Respects the confidential nature of professional information.					
3. Exhibits professional conduct while in contact with staff, students, parents, and public.					
4. Creates a favorable impression as a representative of the school department.					
5. Exercises professional judgment in absences, is punctual to work, conferences, and appointments.					

	Does not meet	Partially Meets	Meets	Exceeds	Comments
6. Demonstrates a commitment and respect for group decisions cooperatively reached.					
7. Fosters teamwork and collegiality.					
8. Facilitates group processes and resolves conflict.					
9. Maintains positive school climate.					
10. Demonstrates the ability to accepts constructive criticism by reflecting upon the statement with an action plan to improve.					

	Does not meet	Partially Meets	Meets	Exceeds	Comments
11. Supervises office personnel to ensure the efficient and courteous function of the office.					
12. Ensure a high standard of building cleanliness, appearance, and repair.					

Administrator's Comments:

I have read this document and have had the opportunity to comment on it.

_____   _____
   Administrator's Signature   **Date**   **Superintendent's Signature**   **Date**