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*Updated: 3/9/23*

AdministrationFunctional Principle of Administration

- A) The organization of the school staff shall be unified and directed by a single executive head - - the Superintendent of Schools.
- B) Staff organization shall be based upon a functional analysis of the services to be rendered by the school system.
- C) The Board of Education recognizes the following services or functions within the school system:
  - 1. Policy making and legislation -- functions of the Board of Education carried on with the aid of the Superintendent of Schools.
  - 2. Administration -- a function of the administrators on all levels of the school system, unified and coordinated through the office of the Superintendent of Schools.
  - 3. Instruction -- a service performed by teachers, counselors and librarians aided by administrative and certificated employees and their assistants.
  - 4. Plant operation, maintenance, and construction -- functions under the direction of the Superintendent of Schools.
  - 5. Business affairs, to include accounting, secretarial, and clerical -- services performed by secretaries, clerks, accountants, and others under the direction of the Superintendent of Schools.

Date of Adoption: 2-13, 2006

AdministrationElection of Administrative Personnel

The rehiring and compensation package (salary/benefits) for the Superintendent shall be considered at the regular January meeting of the Board of Education. The rehiring and compensation package (salary/benefits) for the Principals shall be considered at the regular March meeting of the Board of Education. Action on such rehiring and compensation packages shall be taken by the Board of Education on or before April 15 of each year. The dates for action are subject to modification in the discretion of the Board of Education.

Date of Adoption: 2-13, 2006

AdministrationThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Cambridge Public Schools. As chief executive officer of the Cambridge Public Schools, the Superintendent shall have general oversight of the school system. The Superintendent shall be responsible for the efficient operation of the system in all its divisions. The Superintendent shall also exercise those duties which are mandated by the statutes and those which are specifically designated in the Policies and Regulations of the Cambridge Public Schools as duties of the Superintendent.

Date of Adoption: 2-13, 2006

AdministrativeDuties of the Superintendent of Schools

- (A) The Superintendent shall attend all meetings of the Board and such meetings of the Board committees as the Superintendent may deem desirable except when the superintendent's own efficiency or salary is under consideration.
- (B) The Superintendent shall enforce the policies and regulations of the Board of Education, submit for adoption by the Board of Education the annual school calendar, present recommendations for Board policy, make a continuous study of the development and needs of the schools, and prepare reports to the Board of Education on the condition and development of the schools. The Superintendent shall also acquaint the public with the activities and needs of the schools.
- (C) The Superintendent shall recommend to the Board of Education for appointment all personnel including those required for teaching, supervision, clerical work, maintenance of buildings, custodial service, or any other type of service which may be necessary for the operation of the schools.
- (D) The Superintendent shall actively recruit, select, and be responsible for the assignment, alteration of assignment, transfer, suspension, and recommendation for promotion or dismissal of any employee of the Board of Education except with regard to the Superintendency.
- (E) The Superintendent shall be responsible for the conduct of the instructional program and shall provide courses of study, textbooks, supplies, and supervision for the instructional program.
- (F) The Superintendent shall have the right to consolidate classes, assign pupils to buildings and classes, and may suspend or expel students from school in accordance with Board Policies, Administrative Regulations and Law.
- (G) The Superintendent shall be responsible for the development, maintenance, and operation of a constructive program of staff development for all employees of the school system, and for this service the Superintendent shall have power under budget control to employ lecturers, grant temporary leaves from work, and develop professional library facilities as required.
- (H) The Superintendent shall maintain a continuous study of the problems confronting the schools, evaluate the quality and efficiency of all departments, and report in writing to the Board of Education findings and recommendations as requested.
- (I) The Superintendent shall have the responsibility of the formation of school policies, plans and programs, and by the preparation and presentation of facts, explanations, and

recommendations the Superintendent shall assist the Board of Education in its duties of legislation and policy making for the schools.

- (J) In order to expedite the work of the schools, the Superintendent shall issue such administrative manuals or booklets of instruction as the Superintendent may deem necessary for the effective administration of the schools. These manuals shall be distributed to the employees directly concerned. Insofar as the provisions of such manuals are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or the statutes of the State, these shall be binding upon all employees, students and building users.
- (K) The Superintendent shall have power to form advisory committees or councils, including members who are not employees of the Board of Education, to advise the Superintendent in formulating policies and plans for carrying on the work of the schools. The work of such committees shall be advisory only and without expense to the School District.
- (L) The Superintendent of Schools may delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority. Work completed upon delegation of the Superintendent, and in accordance with the Superintendent's directions, shall be deemed as having been done by the Superintendent of Schools.
- (M) All reports or recommendations to the Board from any officer or employee under the direction of the Superintendent shall be made to the office of the Superintendent unless otherwise directed by the Board of Education.
- (N) A job description for the Superintendent will be adopted from time to time by the Board of Education.

Date of Adoption: 2-13, 2006

## CAMBRIDGE PUBLIC SCHOOLS SUPERINTENDENT JOB DESCRIPTION

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### REQUIREMENTS:

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with a Superintendent endorsement and such other endorsements as required by NDE Rule 10.
- C. Experience Desired: Prior experience as a Superintendent preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

**REPORTS TO:** Board of Education

**OVERTIME:** Exempt.

Administrative exemption: The Superintendent has the primary duty of performing administrative functions directly related to academic instruction or training.

Executive exemption: The primary duty of the Superintendent is the management of the school district. The Superintendent customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the Superintendent's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

### TASKS

The Superintendent is responsible for planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school district. Specific duties and responsibilities may vary depending on the assignments given by the Board of Education. The Superintendent is expected to adhere to all Board policies and requirements state and federal laws and regulations, including ethics regulations. The tasks to be performed by the Superintendent include the following:

- Prepare for and attend meetings of the Board of Education and present information as requested or as needed.
- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Prepare budget in accordance with Board directives and state law and regulations. Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.

- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.
- Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.
- Recommend personnel actions related to programs and services. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate school maintenance services and the use of school facilities.
- Enforce discipline and attendance rules.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Teach classes or courses to students when necessary in the absence of teachers.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.

## **KNOWLEDGE**

The Superintendent should possess and effectively utilize knowledge in the following areas when performing job tasks:



- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

- Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub- atomic structures and processes.

## **SKILLS**

The Superintendent should possess and effectively utilize the following skills when performing job tasks:

- Coordination — Adjusting actions in relation to others' actions.
- Speaking — Talking to others to convey information effectively.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Instructing — Teaching others how to do something.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Operations Analysis — Analyzing needs and product requirements to create a design.
- Mathematics — Using mathematics to solve problems.
- Persuasion — Persuading others to change their minds or behavior.
- Equipment Selection — Determining the kind of tools and equipment needed to do a job.
- Negotiation — Bringing others together and trying to reconcile differences.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Operation and Control — Controlling operations of equipment or systems.
- Science — Using scientific rules and methods to solve problems.
- Installation — Installing equipment, machines, wiring, or programs to meet specifications.
- Technology Design — Generating or adapting equipment and technology to serve user needs.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

- Repairing — Repairing machines or systems using the needed tools.

## ABILITIES

The Superintendent is to possess and effectively utilize the following abilities when performing job tasks:

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Speed of Closure — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Far Vision — The ability to see details at a distance.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Spatial Orientation — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Wrist-Finger Speed — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

## **WORK ACTIVITIES**

The Superintendent is to perform the following work activities associated with this position:

- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
  - conduct parent conferences
  - make presentations
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
  - conduct or present information at Board and Board Committee meetings
  - conduct or attend staff meetings
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
  - consult with and provide advice to the Board on operations of the school
  - consult with and provide advice to the administrative team on operations of the school
  - consult with parents or school personnel to determine student needs
  - consult with parents or teachers to develop programs

- recommend modifications to educational programs
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
  - coordinate employee continuing education programs
  - direct and coordinate activities of workers or staff
  - oversee execution of organizational or program policies
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
  - conduct training for personnel
  - coordinate educational content
  - coordinate instructional outcomes
  - develop instructional materials
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
  - develop staffing plan
  - evaluate information from employment interviews
  - hire, discharge, transfer, or promote workers
  - interview job applicants
  - recommend personnel actions, such as promotions, transfers, and dismissals
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
  - develop policies, procedures, methods, or standards
  - establish educational policy or academic codes
  - write public sector or educational grant proposals
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
  - plan meetings or conferences
  - use time management techniques
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
  - analyze operational or management reports or records
  - analyze organizational operating practices or procedures
  - analyze survey data to forecast enrollment changes
  - evaluate educational outcomes
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
  - develop budgets
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
  - resolve problems in educational settings
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
  - assign work to staff or employees
  - establish employee performance standards
  - evaluate performance of employees or contract personnel

- maintain group discipline in an educational setting
- motivate workers to achieve work goals
- orient new employees
- supervise student extra-curricular activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
  - administer educational institutions
  - maintain educational records, reports, or files
  - oversee site-based school management
  - prepare educational reports
- Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
  - explain rules, policies or regulations
  - prepare instruction manuals
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
  - use conflict resolution techniques
  - use government regulations
  - use interpersonal communication techniques
  - use interviewing procedures
  - use public speaking techniques
  - use teaching techniques
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
  - counsel individuals with personal problems
- Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.
- Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.
- Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

## **ESSENTIAL FUNCTIONS**

The essential functions of the Superintendent position include the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities. The essential functions further include the ability to perform the following identified physical requirements:



Essential Physical Requirements Superintendent	Item is not a requirement of the job	Occasional -- up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Frequent -- between 34% - 66%	Continuous -- over 66% of time
<b>Stamina</b>					
1. Sitting		X			
2. Walking				X	
3. Standing				X	
4. Sprinting/Running		X			
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job			X		
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds		X			
24. 51 to 75 pounds	X				
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
<b>Carrying</b>					
27. 10 to 25 pounds		X			
28. 26 to 50 pounds	X				
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				

Administration

The Principalship

1. The elementary and secondary schools shall be under the direct administrative and supervisory control of the designated principals.
2. Principals shall perform all duties pertaining to their positions under the immediate supervision of the Superintendent of Schools.

Date of Adoption: 2-13, 2006

AdministrationDuties of the Principal

- A) Within limits of the law, Board regulations, and instructions from the Superintendent, the Principal shall be the administrative authority of the Principal's school. The Principal is responsible for a thorough knowledge of all laws, regulations, and instructions governing the Principal's position. The Principal shall coordinate all administrative and supervisory activities which occur in the Principal's building. The Principal shall be responsible for the administration of school policies in the school under the Principal's supervision, and for making available to the staff of the school knowledge of such regulations as they are enacted by the Board of Education or formulated by the Superintendent. The Principal is responsible for the detailed organization of the school, the assignment of duties of staff members under the Principal's supervision, and the administration of the instructional program.
- B) The Principal shall handle complaints from patrons or parents which affect the school, investigate the same, refer to the Superintendent all cases which the Principal can not adjust satisfactorily, and comply with the grievance and complaint policies established by the Board of Education and the Superintendent.
- C) The Principal is responsible for the efficiency of the teachers and other staff members under the Principal's supervision, and shall evaluate them in accordance with established procedures as may be defined by the Superintendent.

See: Job Description for Elementary Principal - Administrative Regulation No. 2220A  
Job Description for Secondary Principal - Administrative Regulation No. 2220B

Date of Adoption: 2-13, 2006

AdministrationJob Description for Elementary Principal

1.0 POSITION: Elementary Principal

2.0 RESPONSIBILITY AND AUTHORITY

2.1 The Elementary Principal is directly responsible to the Superintendent for all aspects of the management of the Elementary School as assigned, and for any general school assignments as delegated by the Superintendent.

2.2 The Elementary Principal is the immediate supervisor of all Elementary professional and support staff members.

3.0 DUTIES OF THE ELEMENTARY PRINCIPAL

3.1 Attend all Board of Education meetings unless excused by the Superintendent.

3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:

- 3.21 Evaluation of the curriculum,
- 3.22 Supervision of buildings and grounds maintenance,
- 3.23 Creation (& updating) of job descriptions for all positions,
- 3.24 Analysis of achievement test data,
- 3.25 Supervision of co-curricular activities.

3.3 Review Elementary staff members' requisitions and make recommendations to the Superintendent.

3.4 Maintain records, issue reports, send communications, and write documents including the following:

- 3.41 Class enrollment;
- 3.42 Class schedule;
- 3.43 Student records: grades, attendance, test data, health, discipline, accident, and cumulative files;
- 3.44 Property accounting and inventory;
- 3.45 Curriculum handbook - teacher handbook, student handbook;
- 3.46 Semester and yearly plans;
- 3.47 Evaluations data, staff evaluations, personal improvement plans;
- 3.48 Weekly/monthly bulletins to parents;
- 3.49 Daily bulletins to students and teachers.

3.5 Conduct teacher performance appraisal per Board Policies and State Law.

3.6 Administer staff personal leave, professional leave, and sick leave policies.

3.7 Secure substitutes for staff who are absent.

3.8 Evaluate support staff in writing once per year.

#### 4.0 ORGANIZATIONAL EXPECTATIONS AND PERFORMANCE STANDARDS

4.1 Leadership and management;

4.11 Establishes clear and appropriate professional and personal goals,

4.12 Demonstrates initiative and alternative approaches to problem solving,

4.13 Exhibits competence in planning and organizing,

4.14 Is effective in implementation and follow-through.

4.15 Provides for effective motivational techniques,

4.16 Delegates authority appropriately and effectively;

4.2 Communication:

4.21 Encourages and initiates communication in problem solving,

4.22 Communicates clearly and thoroughly, both verbally and in writing,

4.23 Shows communicative adaptability to pupils, staff, parents, and public;

4.3 Decision making:

4.31 Involves those to be affected in the decision-making process,

4.32 Collects adequate information before making decisions,

4.33 Uses reliable sources of information,

4.34 Does not delay important decisions nor allow pressure to cause hasty decisions,

4.35 Explains reasons for decisions to persons affected;

4.4 Responsiveness to others:

4.41 Exhibits openness in dealing with others,

4.42 Counsels individuals in private,

4.43 Exhibits friendliness and open-mindedness in meeting situations,

- 4.44 Cooperates well with colleagues,
- 4.45 Is an active listener;
- 4.5 Development and maintenance of effective educational conditions:
  - 4.51 Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy,
  - 4.52 Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals,
  - 4.53 Encourages enthusiasm for learning and teaching,
  - 4.54 Provides for a cooperative feeling among students and staff;
- 4.6 Contribution to district cohesiveness:
  - 4.61 Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes,
  - 4.62 Contributes to the development of sound administrative consensus and supports the implementation of such consensus,
  - 4.63 Expresses concerns regarding individual administrative decisions directly to the person responsible,
  - 4.64 Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended,
  - 4.65 Is prompt in providing support necessary to the completion of others tasks,
  - 4.66 Appreciates and draws upon the expertise of other administrators,
  - 4.67 Recognizes and contributes to organizational goals;
- 4.7 Staff development and professional growth:
  - 4.71 Establishes clear performance expectations
  - 4.72 Assists staff members in setting and reaching goals
  - 4.73 Uses the evaluation program effectively, involves resource persons appropriately,
  - 4.74 Observes in classrooms on a regular basis,

- 4.75 Identifies areas of strength as well as areas of deficiency,
- 4.76 Encourages the professional growth of all staff;
- 4.8 Professional knowledge:
  - 4.81 Exhibits awareness of sound educational practice,
  - 4.82 Shows alertness to new knowledge that might benefit students or staff,
  - 4.83 Keeps current with educational literature and research,
  - 4.84 Participates in professional organizations and activities;
- 4.9 Pupil personnel:
  - 4.91 Maintains positive school climate,
  - 4.92 Exhibits concern for individual pupils' welfare,
  - 4.93 Encourages appropriate activities to help pupils develop self-discipline and leadership skills,
  - 4.94 Effectively handles student disciplinary problems
- 4.10 Community relations:
  - 4.101 Exhibits awareness of the main concerns of the school community,
  - 4.102 Is sensitive to the educational goals and special needs of the community and its component groups,
  - 4.103 Establishes avenues for dialog between school and community
  - 4.104 Is effective in interpreting school programs to the community
- 5.0 CONDITIONS OF EMPLOYMENT
  - 5.1 The contract period shall be for 200 days beginning on or about August 1 through on or about June 1.
  - 5.2 Work days shall include all week days during that time, exclusive of holidays and scheduled school vacations.
  - 5.3 Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
  - 5.4 Work hours during the summer shall be a minimum of seven hours.

- 5.5 Sick and personal leave provisions shall be the same as those provided for teachers.
- 5.6 Professional leave shall be arranged with the Superintendent.
- 5.7 The salary shall be set by the Board of Education.
- 5.8 Insurance and other benefits shall be those agreed upon in the contract.

6.0 EVALUATION

- 6.1 The Superintendent shall formally evaluate the Principal each year.
- 6.2 The Superintendent will provide suggestions and reinforcement to the Principal when appropriate.
- 6.3 The Principal may use feedback from teachers, self-evaluation, or any other types of formal or informal- evaluation which will aid in improved performance in this position.

Date of Adoption: 2-13, 2006



AdministrationJob Description for Secondary Principal1.0 POSITION: Secondary Principal

## 2.0 RESPONSIBILITY AND AUTHORITY

- 2.1 The Secondary Principal is directly responsible to the Superintendent for all aspects of the management of the Secondary School as assigned, and for any general school assignments as delegated by the Superintendent.
- 2.2 The Secondary Principal is the immediate supervisor of all Secondary professional and support staff members.

## 3.0 DUTIES OF THE SECONDARY PRINCIPAL

- 3.1 Attend all Board of Education meetings unless excused by the Superintendent.
- 3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:
  - 3.21 Evaluation of the curriculum,
  - 3.22 Supervision of buildings and grounds maintenance,
  - 3.23 Creation (& updating) of job descriptions for all positions,
  - 3.24 Analysis of achievement test data,
  - 3.25 Supervision of co-curricular activities.
- 3.3 Review Secondary staff members' requisitions and make recommendation to the Superintendent.
- 3.4 Maintain records, issue reports, send communications, write documents including the following:
  - 3.41 Class enrollment;
  - 3.42 Class schedule;
  - 3.43 Student records: grades, attendance, test data, health, discipline, accident, and cumulative files;
  - 3.44 property accounting and inventory;
  - 3.45 Curriculum handbook - teacher handbook, student handbook;
  - 3.46 Semester and yearly plans;
  - 3.47 Evaluations data, staff evaluations, personal improvement plans;
  - 3.48 Weekly/monthly bulletins to parents;
  - 3.49 Daily bulletins to students and teachers.

- 3.5 Conduct teacher performance appraisal per Policies 4117 & 4118 and Regulation 4117.
  - 3.6 Administer staff personal leave, professional leave, and sick leave policies.
  - 3.7 Secure substitutes for staff who are absent.
  - 3.8 Evaluate support staff in writing once per year.
- 4.0 ORGANIZATIONAL EXPECTATIONS AND PERFORMANCE STANDARDS
- 4.1 Leadership and management;
    - 4.11 Establishes clear and appropriate professional and personal goals,
    - 4.12 Demonstrates initiative and alternative approaches to problem solving,
    - 4.13 Exhibits competence in planning and organizing,
    - 4.14 Is effective in implementation and follow-through.
    - 4.15 Provides for effective motivational techniques,
    - 4.16 Delegates authority appropriately and effectively;
  - 4.2 Communication:
    - 4.21 Encourages and initiates communication in problem solving,
    - 4.22 Communicates clearly and thoroughly, both verbally and in writing,
    - 4.23 Shows communicative adaptability to pupils, staff, parents, and public;
  - 4.3 Decision making:
    - 4.31 Involves those to be affected in the decision-making process,
    - 4.32 Collects information before making decisions,
    - 4.33 Uses multiple sources of information,
    - 4.34 Does not delay important decisions nor allow pressure to cause hasty decisions,
    - 4.35 Explains reasons for decisions to persons affected;
  - 4.4 Responsiveness to others:

- 4.41 Exhibits openness in dealing with others,
- 4.42 Counsels individuals in private,
- 4.43 Exhibits friendliness and open-mindedness in meeting situations,
- 4.44 Cooperates well with colleagues,
- 4.45 Is an active listener;
- 4.5 Development and maintenance of effective educational conditions:
  - 4.51 Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy,
  - 4.52 Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals,
  - 4.53 Encourages enthusiasm for learning and teaching,
  - 4.54 Provides for a cooperative feeling among students and staff;
- 4.6 Contribution to district cohesiveness:
  - 4.61 Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes,
  - 4.62 Contributes to the development of sound administrative consensus and supports the implementation of such consensus,
  - 4.63 Expresses concerns regarding individual administrative decisions directly to the person responsible,
  - 4.64 Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended,
  - 4.65 Is prompt in providing support necessary to the completion of others tasks,
  - 4.66 Appreciates and draws upon the expertise of other administrators,
  - 4.67 Recognizes and contributes to organizational goals;
- 4.7 Staff development and professional growth:
  - 4.71 Establishes clear performance expectations
  - 4.72 Assists staff members in setting and reaching goals

- 4.73 Uses the evaluation program effectively, involves resource persons appropriately,
- 4.74 Observes in classrooms on a regular basis,
- 4.75 Identifies areas of strength as well as areas of deficiency,
- 4.76 Encourages the professional growth of all staff;
- 4.8 Professional knowledge:
  - 4.81 Exhibits awareness of sound educational practice,
  - 4.82 Shows alertness to new knowledge that might benefit students or staff,
  - 4.83 Keeps current with educational literature and research,
  - 4.84 Participates in professional organizations and activities;
- 4.9 Pupil personnel:
  - 4.91 Maintains positive school climate,
  - 4.92 Exhibits concern for individual pupils' welfare,
  - 4.93 Encourages appropriate activities to help pupils develop self-discipline and leadership skills,
  - 4.94 Effectively handles student disciplinary problems
- 4.10 Community relations:
  - 4.101 Exhibits awareness of the main concerns of the school community,
  - 4.102 Is sensitive to the educational goals and special needs of the community and its component groups,
  - 4.103 Establishes avenues for dialog between school and community
  - 4.104 Is effective in interpreting school programs to the community

## 5.0 CONDITIONS OF EMPLOYMENT

- 5.1 The contract period shall be for 200 days beginning on or about, August 1 through on or about June 1.

- 5.2 Work days shall include all week days during that time, exclusive of holidays and scheduled school vacations.
- 5.3 Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
- 5.4 Work hours during the summer shall be a minimum of seven hours.
- 5.5 Sick and personal leave provisions shall be those agreed upon in the contract.
- 5.6 Professional leave shall be arranged with the Superintendent.
- 5.7 The salary shall be set by the Board of Education.
- 5.8 Insurance and other benefits shall be those agreed upon in the contract.

## 6.0 EVALUATION

- 6.1 The Superintendent shall formally evaluate the Principal each year.
- 6.2 The Superintendent will provide suggestions and reinforcement to the Principal when appropriate.
- 6.3 The Principal may use feedback from teachers, self-evaluation, or any other types of formal or informal- evaluation which will aid in improved performance in this position.

Date of Adoption: 2-13, 2006

AdministrationEvaluation of Principals and Other Certificated Administrative Personnel1. Objectives

The Board recognizes that the roles of a school superintendent, principal, assistant principal, and other certificated administrative personnel of the School District (hereinafter collectively referred to as "Administrators") are varied and complex requiring an appraisal process that accurately measures performance and provides support for the continued growth and improvement of the Administrator. The general job description and an evaluation instrument with performance standards for each administrative position shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education, and provided to the affected Administrator. The District will train and continue to provide training and support to its evaluators by encouraging and sponsoring evaluators to attend professional training opportunities, such as those opportunities offered through professional organizations and associations. The appraisal process for each Administrator and administrative position shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Administrators their respective role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Administrator's responsibilities.
- d. Develop harmonious working relationships between the Board and administrative supervisors and each Administrator.
- e. Aid the individual Administrator to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

2. General Procedures

The formal Administrator appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Administrator's duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or the Administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be utilized to generate a comprehensive appraisal.

3. Appraisal Cycle

Probationary Administrators shall be observed and evaluated at least once each semester, except the Superintendent, who shall be observed and evaluated by the Board of Education once each semester in the first contract year of employment, and once per year each contract year thereafter. Permanent (tenured) Administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Administrator or in the discretion of the appraiser. Administrators who will be evaluated shall receive a copy of the evaluation procedure at least annually and prior to their evaluation.

The appraisal cycle and appraisal process for a permanent Administrator is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Administrator rights, but may be addressed in evaluating the responsible appraiser's performance.

The entire instructional period for Administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an Administrator's work for no less than fifty (50) minutes (cumulative) during the time periods being evaluated.

#### 4. Appraisal Process

The appraisal process is the responsibility of the Administrator and the Administrator's immediate supervisor as determined by the Board of Education and/or the Superintendent of Schools, provided that the supervisor of the Superintendent shall be the Board of Education. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument for each administrative position, as adopted and amended from time-to-time, shall serve as the basis for the informal job-target-based formative appraisal and the formal summative appraisal. During the formal summative appraisal, data is collected as required to provide a basis for appraising the performance categories. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other Administrators), statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Administrator (such as, for example, a Principal's evaluations of teachers) and observations of performance. This criteria shall include personal and professional conduct. The Administrator may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report.

5. Final Formal Summative Evaluation

The appraisal process culminates in a final formal summative evaluation. The final formal summative evaluation consists of a rating of each performance category identified in the evaluation instrument, identification of whether the Administrator's performance meets or does not meet district standards of performance, a list of deficiencies in the Administrator's performance, suggestions and plans for improvement to assist the Administrator in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Administrator may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Administrator shall have the duty to comply with such plans. The timeline for implementing any suggested improvements will depend on the situation and should be discussed and agreed upon with the Administrator. However, in any event, the timeline for implanting suggested improvements shall occur as soon as necessary to remedy any of the Administrator's noted deficiencies. The Administrator is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

*See:* Evaluation instruments for each administrative position.

*Adopted: 3/9/23*



# CAMBRIDGE Public Schools

## Evaluation for Building Administrators

Administrator being Evaluated \_\_\_\_\_ Date \_\_\_\_\_

1. The evaluation for building administrators is divided into four areas: Management of Instruction, Human Relations, Management Resources and General Management>
2. It is recommended that job targets be developed by each administrator.
3. Ratings are as follows: (1) Outstanding (2) Good (3) Average (4) Below Average (5) Unsatisfactory (NA) Not Applicable

### I MANAGEMENT OF THE INSTRUCTIONAL PROGRAM

- A. \_\_\_\_\_ Planning: Demonstrates the ability to develop a comprehensive educational plan for the school.
- B. \_\_\_\_\_ Decision Making: Demonstrates the ability to quickly weigh alternatives and make workable decisions.
- C. \_\_\_\_\_ Judgment: Decisions reflect the use of reasonable data gathering and deliberation.
- D. \_\_\_\_\_ Organization: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.
- E. \_\_\_\_\_ Ability to Motivate: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.

Comments:

## II. HUMAN RELATIONS

- A. \_\_\_\_\_ Poise: Maintains ability to effectively communicate during stress periods.
- B. \_\_\_\_\_ Tact: Is able to relate candidly to people without seriously impairing interpersonal relationships.
- C. \_\_\_\_\_ Community relations: Maintains ongoing positive relationships with the community.
- D. \_\_\_\_\_ Staff Relations: Is perceived as allowing to exercise professional initiative. Promotes positive school climate with regard to school and district.
- E. \_\_\_\_\_ Staff-Student Relations: Is perceived as allowing to exercise professional initiative. Promotes positive school climate with regard to school and district.
- F. \_\_\_\_\_ Student Relations: Deals fairly and compassionately with children.
- G. \_\_\_\_\_ Appearance: Dress and appearance appropriate and in good taste.
- H. \_\_\_\_\_ Discipline: Establishes educational atmosphere conducive to learning (maintains discipline).
- I. \_\_\_\_\_ Support: Supports decisions made by teachers.

Comments:

### III. MANAGEMENT OF BUDGET, FACILITIES, & STAFF

- A. \_\_\_\_\_ Physical Building: Building meets minimum standards of cleanliness, repair and effective usage.
- B. \_\_\_\_\_ Grounds: School grounds meet minimum standards of cleanliness, repair and effective usage.
- C. \_\_\_\_\_ Staffing Plan: Human resources are effectively deployed, consistent with the goals of the school.
- D. \_\_\_\_\_ Consultants: Consultants are used effectively to assist in the achievement of the goals of the school.
- E. \_\_\_\_\_ Budget: Ability to manage and acquire the resources needed for facilities, equipment, personnel, etc.
- F. \_\_\_\_\_ Staff Evaluation: Has ability to evaluate the staff realistically.

Comments:

### IV. GENERAL MANAGEMENT PERFORMANCE

- A. \_\_\_\_\_ Vitality: Has sufficient endurance to effectively deal with peak load activity. Is able, on occasion, to demand an inordinate amount of effort to satisfy emergency, high priority goal attainment.
- B. \_\_\_\_\_ Team Loyalty: Will take Board of Education decisions, and implement and enforce same as if they were his/her own.
- C. \_\_\_\_\_ Flexibility: Demonstrates the ability to function situationally, allowing specific variables to guide problem solving.

- D. \_\_\_\_\_ Creativity: Approaches each decision with an open mind; is able to generate a wide range of alternative problem solving.
- E. \_\_\_\_\_ Thoroughness: Completes tasks; evidences follow through on important assignments.
- F \_\_\_\_\_ Skill growth: growth in technical skill. Is conversant with research and current administrative theory.
- G. \_\_\_\_\_ Problem solving: is able to quickly attack and solve a problem.
- H. \_\_\_\_\_ Delegation: Demonstrates ability to delegate responsibility.

Comments:

A. Areas of Strength:

Areas that need Improvement/Job Targets and Dates:

Comments by Board

Recommended for Renewal \_\_\_\_\_

Not Recommended for Renewal \_\_\_\_\_

Signatures:

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Board President

Superintendent

Conference Date:

*updated: 3/9/23*

**CAMBRIDGE PUBLIC SCHOOLS  
Principal's Evaluation Instrument**

Person Evaluated	Position	Evaluator	Date
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Check the appropriate column for each item on this instrument. Use "N/A" for any item that does not apply.

1 = Exceeds Requirement    2 = Meets Requirement    3 = Needs Improvement    4 = Unsatisfactory

**RELATIONSHIP WITH THE SUPERINTENDENT**

- |         |   |
|---------|---|
| 1 2 3 4 | 1. Accepts and carries out the administrative policies of the school system as outlined in the Principal's Contract, Superintendent's Handbook, and Board policy. |
| 1 2 3 4 | 2. Keeps the Superintendent informed in matters that may involve him or the Board of Education.   |
| 1 2 3 4 | 3. Cooperates with the central office staff for the welfare of the school systems.  |
| 1 2 3 4 | 4. Actively assists in establishing a good relationship between teachers and members of the office staff.   |
| 1 2 3 4 | 5. Knows and uses the proper channels for referrals of complaints, misunderstandings, and compliments.  |

COMMENTS:

**RELATIONSHIP WITH TEACHERS:**

- |         |   |
|---------|---|
| 1 2 3 4 | 6. Recognizes, respects, and helps develop the individual potentialities of teachers.             |
| 1 2 3 4 | 7. Makes himself/herself readily accessible to staff.   |
| 1 2 3 4 | 8. Shows appreciation for teachers' efforts and accomplishments.                                  |
| 1 2 3 4 | 9. Is impartial and just in dealing with all school personnel.                                    |
| 1 2 3 4 | 10. Actively supports the staff in their relationships with parents, students, and the community. |
| 1 2 3 4 | 11. Provides satisfactory orientations for new teachers and substitute teachers.                  |
| 1 2 3 4 | 12. Demonstrates the same loyalty toward teachers that he/she expects from them.                  |
| 1 2 3 4 | 13. Inspires confidence by being confident, optimistic, and cheerful.                             |

**EVIDENCE OF PROFESSIONAL GROWTH:**

- |         |  |
|---------|--|
| 1 2 3 4 | 14. Maintains contact with current research and practice in education fields.  |
| 1 2 3 4 | 15. Maintains membership in professional organizations.  |
| 1 2 3 4 | 16. Contributes educational leadership.  |
| 1 2 3 4 | 17. Engages in a planned program of professional growth activities including professional reading, university course work, research, attendance at forums, conventions, and in-service meetings. |
| 1 2 3 4 | 18. Demonstrates a genuine pride and loyalty toward his/her profession.  |

COMMENTS:

## SUPERVISORY PRACTICES:

- 1 2 3 4 19. Considers supervision as an aid to the improvement of instruction rather than as a means of critical inspection.
- 1 2 3 4 20. Provides opportunities for teachers to express their creative capacities.
- 1 2 3 4 21. Maintains a planned program of supervisory activities.
- 1 2 3 4 22. Provides teachers the security and freedom to do a good job.
- 1 2 3 4 23. Encourages experimentation and new teaching techniques, concepts, methods, and teaching aids.
- 1 2 3 4 24. Encourages a guidance program in the school.
- 1 2 3 4 25. Actively stresses the inclusion of good citizenship traits, including moral and spiritual values, in all phases of the instructional program.
- 1 2 3 4 26. Places proper emphasis on the teaching of basic subject matter and skills.
- 1 2 3 4 27. Encourages teachers to be self-sufficient and independent regarding their classroom responsibilities.
- 1 2 3 4 28. Encourages the use of community resources in the instructional program.
- 1 2 3 4 29. Evaluates teaching effectiveness courageously and impartially.
- 1 2 3 4 30. Has the ability and courage to give constructive criticism.
- 1 2 3 4 31. Regularly reviews teachers' written lesson plans.
- 1 2 3 4 32. Regularly visits classrooms.

## COMMENTS:

## RELATIONSHIPS WITH CHILDREN AND YOUTH:

- 1 2 3 4 33. Demonstrates alertness to the interests, as well as the growth and development, of children and young people.
- 1 2 3 4 34. Cultivates the acquaintance of as many individual students as possible and earns their confidence.
- 1 2 3 4 35. Makes sure that school policies concerning student behavior are well known to all concerned.
- 1 2 3 4 36. Is firm, fair, and consistent in all dealings with students.

## COMMENTS:

## RELATIONSHIPS WITH PARENTS AND THE PUBLIC:

- 1 2 3 4 37. Understands and appreciates parents' concern for their children.
- 1 2 3 4 38. Maintains a planned and continuous program of public relations with the school community.
- 1 2 3 4 39. Encourages teachers to actively promote good public relations through their classroom activities and their pupils.
- 1 2 3 4 40. Maintains an "open door" policy with parents regarding any phase of the school program.
- 1 2 3 4 41. Promotes direct communications between the school and parents through bulletins, group meetings, open houses, visitations, and the newsletter.
- 1 2 3 4 42. Maintains a reasonable degree of contact with civic groups and organizations.

## COMMENTS:

## PERSONAL CHARACTERISTICS:

- 1 2 3 4 43. Is neat and well-groomed in appearance.

- 1 2 3 4 44. Demonstrates a sincere empathy toward people.
- 1 2 3 4 45. Accepts constructive suggestions gracefully.
- 1 2 3 4 46. Is conscientious about his/her work while attempting to maintain a proper perspective.
- 1 2 3 4 47. Maintains a poised and calm attitude under trying conditions.
- 1 2 3 4 48. Develops and maintains a good sense of humor.
- 1 2 3 4 49. Is willing to admit errors in judgment.
- 1 2 3 4 50. Maintains a dignity worthy of his/her position.

COMMENTS:

**ADMINISTRATION:**

- 1 2 3 4 51. Accepts full responsibility for delegated authority.
- 1 2 3 4 52. Realistically evaluates the physical needs of the school.
- 1 2 3 4 53. Attempts to unify and develop teamwork among members of the staff.
- 1 2 3 4 54. Delegates appropriate responsibilities with necessary authority.
- 1 2 3 4 55. Is prompt and accurate in reporting to the Superintendent.
- 1 2 3 4 56. Enforces Board policies and regulations in spirit as well as in fact.
- 1 2 3 4 57. Provides a good balance between administrative and supervisory responsibilities.
- 1 2 3 4 58. Keeps the Superintendent informed of the physical condition and needs of the school plant.
- 1 2 3 4 59. Encourages the non-teaching staff to become an integral part of the school staff.
- 1 2 3 4 60. Has reasonable success in making each member of the staff feel his/her job is essential to the success of the school.
- 1 2 3 4 61. Makes it possible for teachers to obtain and use students' cumulative records.
- 1 2 3 4 62. Works continuously to develop an esprit de corps on the part of students, faculty, and patrons.

COMMENTS:

**SUMMATIVE COMMENTS:**

**VERIFICATION AND ACKNOWLEDGMENT OF APPRAISAL:**

1. I hereby acknowledge that his appraisal is accurate to the best of my knowledge and reflects my true professional opinion of the administrative performance of the above named administration.

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

2. I hereby acknowledge that I have been advised and informed of the contents of this appraisal of my administrative performance.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

3. I hereby exercise my right to respond to the appraisal of my administrative performance.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**CAMBRIDGE Public Schools**  
Superintendents Evaluation for Building Administrators  
(Principals and Directors)

Administrator being Evaluated \_\_\_\_\_ Date \_\_\_\_\_

1. The evaluation for building administrators is divided into four areas: Management of Instruction, Human Relations, Management Resources and General Management>
2. It is recommended that job targets be developed by each administrator.
3. Ratings are as follows: (1) Outstanding (2) Good (3) Average (4) Below Average (5) Unsatisfactory (NA) Not Applicable

**I MANAGEMENT OF THE INSTRUCTIONAL PROGRAM**

- A. \_\_\_\_\_ Planning: Demonstrates the ability to develop a comprehensive educational plan for the school.
- B. \_\_\_\_\_ Decision Making: Demonstrates the ability to quickly weigh alternatives and make workable decisions.
- C. \_\_\_\_\_ Judgment: Decisions reflect the use of reasonable data gathering and deliberation.
- D. \_\_\_\_\_ Organization: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.
- E. \_\_\_\_\_ Ability to Motivate: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.

Comments:



## II. HUMAN RELATIONS

- A. \_\_\_\_\_ Poise: Maintains ability to effectively communicate during stress periods.
- B. \_\_\_\_\_ Tact: Is able to relate candidly to people without seriously impairing interpersonal relationships.
- C. \_\_\_\_\_ Community relations: Maintains ongoing positive relationships with the community.
- D. \_\_\_\_\_ Staff Relations: Is perceived as allowing to exercise professional initiative. Promotes positive school climate with regard to school and district.
- E. \_\_\_\_\_ Staff-Student Relations: Is perceived as allowing to exercise professional initiative. Promotes positive school climate with regard to school and district.
- F. \_\_\_\_\_ Student Relations: Deals fairly and compassionately with children.
- G. \_\_\_\_\_ Appearance: Dress and appearance appropriate and in good taste.
- H. \_\_\_\_\_ Discipline: Establishes educational atmosphere conducive to learning (maintains discipline).
- I. \_\_\_\_\_ Support: Supports decisions made by teachers.

Comments:

### III. MANAGEMENT OF RESOURCES

- A. \_\_\_\_\_ Physical Building: Building meets minimum standards of cleanliness, repair and effective usage.
- B. \_\_\_\_\_ Grounds: School grounds meet minimum standards of cleanliness, repair and effective usage.
- C. \_\_\_\_\_ Staffing Plan: Human resources are effectively deployed, consistent with the goals of the school.
- D. \_\_\_\_\_ Consultants: Consultants are used effectively to assist in the achievement of the goals of the school.
- E. \_\_\_\_\_ Resources: Ability to acquire needed facilities, equipment, personnel, etc.
- F. \_\_\_\_\_ Staff Evaluation: Has ability to evaluate the staff realistically.

Comments:

### IV. GENERAL MANAGEMENT PERFORMANCE

- A. \_\_\_\_\_ Vitality: Has sufficient endurance to effectively deal with peak load activity. Is able, on occasion, to demand an inordinate amount of effort to satisfy emergency, high priority goal attainment.
- B. \_\_\_\_\_ Team Loyalty: Will take Board of Education decisions, and implement and enforce same as if they were his/her own.
- C. \_\_\_\_\_ Flexibility: Demonstrates the ability to function situationally, allowing specific variable to guide problem solving.

- D. \_\_\_\_\_ Creativity: Approaches each decision with an open mind; is able to generate a wide range of alternative problem solving.
- E. \_\_\_\_\_ Thoroughness: Completes tasks; evidences follow-through on important assignments.
- F. \_\_\_\_\_ Skill growth: growth in technical skill. Is conversant with research and current administrative theory.
- G. \_\_\_\_\_ Problem solving: is able to quickly attack and solve a problem.
- H. \_\_\_\_\_ Delegation: Demonstrates ability to delegate responsibility.

Comments:

A. Areas of Strength:

B. Areas that need Improvement/Job Targets and Dates:

Comments by Principal/Director

Recommended for Renewal \_\_\_\_\_

Not Recommended for Renewal \_\_\_\_\_

Signatures:

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Principal/Director

Superintendent/Evaluator

Conference Date:

*Updated: 3/9/23*

Administration

Line of Authority

Each teacher or other employee of the School District shall be under the general direction of the Superintendent, but shall be under the immediate supervision of the building Principal or other designated supervisor.

Date of Adoption: February 13, 2006

AdministrationAdministrative Actions in Emergencies

In any crises or emergency circumstances, the immediate concern is securing the safety and welfare of students and staff. A second priority, if appropriate, will be the securing and salvaging of property. The superintendent of schools will be in charge of administering and monitoring any emergency event, except that if the situation is confined to a particular building, the principal will be in charge with the superintendent of schools advising on necessary decisions. Once the nature of the emergency is determined and the immediate concerns for students and staff are addressed, the superintendent of schools will:

1. Alert board members.
2. Decide whether or not to convene or postpone school, with attendant adjustments in transportation and activity schedules.
3. Determine the need to involve other agencies and/or officials (e.g., Police, fire and emergency personnel, counseling services, insurance representatives). All administrators will maintain an accessible, emergency phone list.
4. Notify students, staff, and patrons via appropriate media.
5. Report on the incident at the next regular or emergency board meeting and evaluate the effectiveness of the response strategy.

Inclement Weather: In the event of bad weather, or other circumstance in which the safety of students would be endangered by attending school, the superintendent of schools will make the decision to cancel or delay the start of school and whether or not staff are to report for duty. When school is canceled, ordinarily all after-school activities will be canceled. Any decision to the contrary must have the superintendent of school's permission and include provision for communicating with all affected parties in a timely manner. Weather information will be sought from current weather station reports and consultation with the transportation director and other area superintendents. The decision to cancel school will be made as early as possible. A system will be developed to alert the staff, and the superintendent of schools shall inform appropriate television and radio stations and request that they make the appropriate announcement to the local media. The board of education will determine in the spring whether time missed for inclement weather or other emergency school closings should be made up.

Fire, Tornado, Gas Leaks: Principals shall design and keep current drill and evacuation plans, to include emergency shelter, and publish them in staff and student handbooks. Teachers will post said plans in their classrooms and educate students on their implementation.

Student or Staff Deaths: When notice is received of a student or staff death, the involved administrators will inform and consult with the superintendent of schools. Ordinarily school will be convened; however, appropriate modifications in daily school activities which are sensitive to the incident will be made. Further, if deemed necessary, a counseling intervention team will be made available, in conjunction with school counseling services, to provide assistance to students and staff.

Substitute teachers will be employed if deemed appropriate. School officials will attempt to balance funeral accommodations with the need to convene school with minimal disruption.

Civilian Emergencies: The school buildings are available as emergency shelters if needed. School officials, to the extent possible, will cooperate with other civil authorities, including local, area, and state law enforcement agencies and fire department officials, in making school facilities available during any civilian emergencies.

Date of Adoption: [Insert Date]

AdministrationStaff Handbooks

The Superintendent shall have the authority to establish staff handbooks. The handbooks shall define the duties of all special school officers and employees; define responsibilities, duties and policies concerning the relation of personnel to the administration, the community and the students; shall list the responsibilities of the administration to the staff together with staff welfare measures; and shall list general policies pertaining to students. Staff handbooks shall, when approved by the Board, have the effect of Board policy and control over any conflicting Board policy adopted prior to the staff handbook in the event of a direct conflict.

All staff shall be furnished or be provided access to a handbook at the beginning of each school year. Should a circumstance present itself that is not covered by the provisions of the staff handbook applicable to a specific employee, reference should be made to Board policy.

Date of Adoption: [Insert Date]

AdministrationAttendance at Professional Growth Meetings

The board of education expects its administrative staff to be informed on contemporary educational issues and therefore encourages active participation in the respective professional administrative organizations, including state, regional, and national associations for the superintendent and principals. Accordingly, the Board of Education authorizes and will fund, within budgetary limits, attendance to state, regional, and national conferences sponsored by professional administrative organizations, curriculum groups, institutions of higher education, legislative bodies, and other agencies having a relationship which is in agreement with the school district's educational objectives.

Administrators' attendance at national conferences is subject to board approval. If a first-year administrator is granted permission to attend a national convention, expenses for such attendance shall be allowed, provided that should the administrator not return for the next school year the cost of the administrator's attendance at such national convention shall be deducted from the administrator's last pay check. Any convention expenses already paid for a first-year administrator who chooses to terminate employment at the end of the contract year shall be refunded by that administrator to the district.

Approved national conventions include: the American Association of School Administrators, the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the Association for Supervision and Curriculum Development (ASCD), the American Association of School Administrators (AASA), the National Association of School Boards (NASB), or other conferences approved by the Board of Education. Any expenses allowed shall be consistent with those allowed through the guidelines approved by the Board for the Superintendent.

The Superintendent and the Principal, when approved to attend a national convention, shall be allowed expenses which shall include registration fee, transportation, lodging, meals and incidentals not to exceed the amount specified in the contract of such administrator. In the absence of such contractual provisions, the expenses allowed shall be the amount set forth in the "Coffee Act Policy," Policy No. 8231. Ticket stubs, receipts, and other records pertaining to expenses incurred shall be submitted.

The expenses of the spouse of the administrator, accompanying the administrator on the convention trip, shall be borne by the administrator.

Periodic reports will be given to the board of education regarding administrator attendance at conferences, including prior announcement of intended national conferences. Ordinarily, the board of education will automatically authorize conference attendance with adoption of the annual budget, but it may, in its discretion, limit or deny administrator conference attendance as the school year progresses.

Date of Adoption: [Insert Date]



Administration

Administrative Action in Absence of Policy

If a situation demanding a decision is not covered by an existing law, policy, or by regulations, the Superintendent or the Superintendent's designee is empowered to make the decision deemed best in the Superintendent's or the Superintendent's designee's professional judgment.

Decisions made in the absence of needed policy shall be reported to the Board and the Superintendent shall develop recommended policy to deal with similar matters in the future.

Date of Adoption: [Insert Date]