

BLOOMINGDALE PUBLIC SCHOOLS

Administrator Performance Review

Administrator Name:

Building/Department:

Review Period:

Conference Planning Date:

Mid-year Review Date:

Evaluator:

**BLOOMINGDALE PUBLIC SCHOOLS
ADMINISTRATOR PERFORMANCE EVALUATION**

PART ONE: Job Responsibilities

The following job responsibilities will be rated by the administrator’s supervisor as “Ineffective”, “Minimally Effective”, “Effective”, and “Highly Effective” as appropriate. Suggestions for improvements will be given for each item marked “Ineffective”.

	Ineffective	Minimally Effective	Effective	Highly Effective
▪ Supervises the job performance of all staff members in the assigned school				
▪ Administers the school in accordance with Board approved policies, administrative procedures and state statutes				
▪ Administers an effective and efficient school operation				
▪ Directs a regular program of public relations for all school client groups				
▪ Provides leadership to both faculty and students in the instructional program by observing classes regularly				
▪ Administers the regular and extra assignments of staff and students in the school				
▪ Administers the selection of personnel				
▪ Provides leadership for the implementation and maintenance of adopted curricular program				
▪ Supervises the general fund monies and instructional materials				
▪ Provides overall coordination and leadership to the staff development program at the building				
▪ Performs all other duties which are necessary to ensure the proper functioning of educational programs and services in the school which are related to the position of principal				
▪ Collaborates with staff to development, implement and evaluate the School Improvement Plan each year				
▪ Provides instructional leadership and supervision				

PART TWO: Leadership Practices

The following leadership practices will be rated by the administrator's supervisor as "Ineffective", "Minimally Effective", "Effective", and "Highly Effective" as appropriate. Suggestions for improvements will be given for each item marked "Ineffective".

Leadership Responsibilities	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Culture <i>The extent to which the principal fosters shared beliefs and a sense of community and cooperation</i></p> <ul style="list-style-type: none"> ▪ Promotes cooperation among staff ▪ Promotes a sense of well-being ▪ Promotes cohesion among staff 				
<p>Order <i>The extent to which the principal establishes a set of standard operating procedures and routines</i></p> <ul style="list-style-type: none"> ▪ Provides and enforces clear structures, rules and procedures for students ▪ Provides and enforces clear structures, rules and procedures for staff ▪ Establishes routines regarding the running of the school that staff understand and follow 				
<p>Discipline <i>The extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus</i></p> <ul style="list-style-type: none"> ▪ Protects instructional time from interruptions ▪ Protects/shelters teachers from distraction 				
<p>Resources <i>The extent to which the principal provides teachers with the material and professional development necessary for the successful execution of their jobs</i></p> <ul style="list-style-type: none"> ▪ Ensures that teachers have necessary materials and equipment 				
<p>Curriculum, Instruction, Assessment <i>The extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices</i></p> <ul style="list-style-type: none"> ▪ Ensures that teachers have necessary materials and equipment ▪ Is involved with teachers to address instructional issues in their classrooms ▪ Is involved with teachers to address assessment issues 				

PART TWO: Leadership Practices (continued)

Leadership Responsibilities	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Focus <i>The extent to which the principal establishes clear goals and keeps those goals in the forefront of the school's attention</i></p> <ul style="list-style-type: none"> ▪ Establishes concrete goals for all curriculum, instruction, and assessment ▪ Establishes concrete goals for the general functioning of the school ▪ Continually keeps attention on established goals 				
<p>Knowledge of Curriculum, Instruction, Assessment <i>The extent to which the principal is knowledgeable about current curriculum, instruction and assessment practices</i></p> <ul style="list-style-type: none"> ▪ Is knowledgeable about instructional practices ▪ Is knowledgeable about assessment practices ▪ Provides conceptual guidance for teacher regarding effective classroom practice 				
<p>Visibility <i>The extent to which the principal has quality contact and interactions with teachers and students</i></p> <ul style="list-style-type: none"> ▪ Makes systematic and frequent visits to classrooms ▪ Maintains high visibility around the school ▪ Has frequent contact with students 				
<p>Contingent Rewards <i>The extent to which the principal recognizes and rewards individuals accomplishments</i></p> <ul style="list-style-type: none"> ▪ Recognizes individuals who excel 				
<p>Communication <i>The extent to which the principal establishes strong lines of communication with teachers and among students</i></p> <ul style="list-style-type: none"> ▪ Is easily accessible to teachers ▪ Develops effective means for teachers to communicate with one another ▪ Maintains open and effective lines of communication with staff 				

PART TWO: Leadership Practices (continued)

Leadership Responsibilities	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Outreach <i>The extent to which the principal is an advocate and spokesperson for the school to all stakeholders</i></p> <ul style="list-style-type: none"> ▪ Assures that the school is in compliance with district and state mandates ▪ Advocates on behalf of the school in the community ▪ Advocates for the school with parents of the students ▪ Ensures that the central office is aware of the school's accomplishments 				
<p>Input <i>The extent to which the principal involves teachers in the design and implementation of important decisions and policies</i></p> <ul style="list-style-type: none"> ▪ Provides opportunity for input on all important decisions 				
<p>Affirmation <i>The extent to which the principal recognizes and celebrates school accomplishments and acknowledges failures</i></p> <ul style="list-style-type: none"> ▪ Systematically and fairly recognizes celebrates accomplishments of teachers ▪ Systematically and fairly recognizes and celebrates accomplishments of students 				
<p>Relationships <i>The extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff</i></p> <ul style="list-style-type: none"> ▪ Remains aware of personal needs of teachers ▪ Maintains personal relationships with teachers ▪ Is informed about significant personal issues within lives of staff ▪ Acknowledges significant events in the lives of staff 				
<p>Change Agent <i>The extent to which the principal is willing to and actively challenges the status quo</i></p>				
<p>Optimizer <i>The extent to which the principal inspires and leads new and challenging innovations</i></p> <ul style="list-style-type: none"> ▪ Inspires teachers to accomplish things that might seem beyond their grasp ▪ Portrays a positive attitude about the ability of the staff to accomplish substantial things 				

PART TWO: Leadership Practices (continued)

Leadership Responsibilities	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Ideals/Beliefs <i>The extent to which the principal communicates and operates from strong ideals and beliefs about schooling</i></p> <ul style="list-style-type: none"> ▪ Shares beliefs about schooling, teachers, and learning with staff and parents ▪ Demonstrates behaviors that are consistent with beliefs 				
<p>Monitors/Evaluates <i>The extent to which the principal monitors the effectiveness of school practices and their impact on student learning</i></p> <ul style="list-style-type: none"> ▪ Monitors and evaluates the effectiveness of curriculum, instruction, and assessment 				
<p>Situational Awareness <i>The extent to which the principal is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems</i></p> <ul style="list-style-type: none"> ▪ Is aware of informal groups and relationships among staff of the school 				
<p>Intellectual Stimulation <i>The extent to which the principal ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture</i></p> <ul style="list-style-type: none"> ▪ Keeps informed about current research and theory regarding effective schooling ▪ Continuously involves staff in reading articles and books about effective practices 				

PART THREE: Goals

**School Improvement Goals
(To include student performance goals)**

1.

2.

3.

Personal/Professional Growth Goals

1.

2.

3.

PART THREE: Goals

Goals Progress Report:

GOAL	MEASURE OF GOAL ATTAINMENT
1.	
2.	
3.	

4.

5.

6.

PART FOUR: Evaluative Summary and Recommendations

PART FIVE: Plans for Future Action

Administrator signature indicates he or she has received a copy of the evaluation.

Administrator Signature _____

Date _____

Supervisory Signature _____

Date _____