

PELHAM SCHOOL DISTRICT POLICY CFB-R– ADMINISTRATOR EVALUATION CRITERIA

A. Process

The supervisor will follow a process with four steps. The Superintendent will provide an annual calendar and instructions for this process.

Goal Setting (start of year)

Observation/Data Collection (Start of Year through April)

Self Evaluation (April)

Summative Evaluation (May)

B. Levels of Performance

Consistent with the Charlotte Danielson model used for teacher evaluation, we use four level of performance:

Needs improvement. Little or no progress toward meeting building, district or personal goals. Limited success in meeting responsibilities in one or more of the six areas of responsibility. Performance at this level in any of the six areas will result in an improvement plan being created by the supervisor and the administrator.

Limited. Progress is limited but observable. Goals are not typically complex, little evidence that initiatives have spread school-wide exists, and the role of the principal in the attainment of progress is not clear. Performance at this level in any of the six areas may result in an improvement plan being created by the supervisor and the administrator.

Proficient. Clear evidence of progress towards the attainment of school, district and personal goals as a direct result of the principal's leadership. The entire staff is focused on implementing initiatives within classrooms and the culture of improving teaching and learning is evident in teachers meetings, team meetings, and the performance evaluation process. Personal objectives are complex, growth oriented and reflect a considerable commitment toward an action orientation.

Distinguished. The administrator's performance results in discernible improvements that can be both quantitatively and qualitatively identified. Results reflect the principal's application of research and professional knowledge in a manner that improves conditions for teachers and students.

C. Areas being evaluated.

Six areas have been identified by Pelham principals as being the critical components of their responsibilities.

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1. Goal Setting

- Establishment and achievement of personal growth goals.
- Establishment and achievement of building goals.
- Establishment and achievement of team/grade level goals.
- Establishment and achievement of school council goals.

2. Environment

- Maintenance, cleanliness and safety of the physical plant.
- Implementation of school district discipline policy and student management structures.
- A professional working environment and an effective school culture that is purposeful and focused on teaching and learning.
- A school staff and faculty committed to achieving school and district goals and who are cohesive in these efforts.
- Varied and effective communications are practiced and feedback from stakeholders is actively solicited.
- Collaboration and collegiality exist.
- Emergency plans are in place and a variety of drills occur regularly and successfully.

3. Teacher Evaluation

- The SAU model of performance appraisal is completely implemented and timelines honored.

4. Fiscal Responsibilities

- The SAU model of budget development is completely implemented and timeliness honored.
- The school budget reflects instructional priorities and focuses new resources in those areas.
- School activity accounts are carefully maintained and all expenditures of these funds are appropriate, checks include proper signatures and receipts and invoices are maintained.
- Expenditure of district funds occurs by purchase orders submitted in a timely fashion.
- Personnel decisions are made in accordance with budgeted monies

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5. Curriculum, Instruction and Assessment
 - Grade level curricula are routinely discussed, reviewed and evaluated for results.
 - Instructional programs are consistent from classroom to classroom within grade levels and content areas.
 - Assessment of student progress is continuous and consistent from classroom to classroom. Pre and post testing is employed to enable the differentiation of instruction and to demonstrate student gains.
 - Meaningful data is personalized, analyzed, reported and used to inform instruction.

6. Professional Responsibilities
 - Leadership on district and school committees.
 - Initiatives to improve instruction and to implement best practices identified by research.
 - Professional development is targeted toward the achievement of personal, school and district goals.
 - Community involvement is meaningful and engaging to a variety of stakeholders.