

PELHAM SCHOOL DISTRICT POLICY CFB-R ADMINISTRATOR EVALUATION CRITERIA

Process

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

1. Goal Setting (start of year)
2. Observation/Data Collection (Start of Year through April)
3. Self Evaluation (April)
4. Summative Evaluation (May)

Levels of Performance

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

- Distinguished. The administrator's performance results in discernible improvements that can be both quantitatively and qualitatively identified. Results reflect the administrator's application of research and professional knowledge in a manner that improves conditions for staff, teachers, and students.
- Proficient. Clear evidence of progress towards the attainment of personal, school/team, and district goals as a direct result of the administrator'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.
- 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 administrator 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.
- Needs improvement. Little or no progress toward meeting personal, school/team, and district 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.

Areas being evaluated

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

1. Goal Setting: The administrator
 - a. establishes and achieves personal growth goals.
 - b. establishes and helps achieve school/team goals.
 - c. aligns personal and school/team goals with district goals.
 - d. develops goals that are specific, measurable, achievable, realistic, and time-based.

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2. Environment: The administrator
 - a. supports and maintains a professional working environment and an effective school culture that is purposeful and focused on teaching and learning with a school staff and faculty committed to achieving school and district goals and who are cohesive in these efforts.
 - b. supports and maintains a clean and safe physical plant.
 - c. supports and maintains safety measures including the district safety plan, school district discipline policy, and student management structures.
 - d. practices varied and effective communications including actively soliciting feedback from stakeholders.
 - e. collaborates with supervisors, colleagues, and subordinates collegially.
 - f. supports and maintains emergency plans are in place and a variety of drills occur regularly and successfully.
3. Supervision and Evaluation: The administrator
 - a. helps others improve through consistent implementation of supervision, feedback, and support systems.
 - b. implements the district model of performance evaluation system and honors timeline.
4. Fiscal Responsibilities: The administrator
 - a. implements the district model of budget development and honors timelines.
 - b. reflects school and district goals and priorities within the budget.
 - c. carefully maintains their activity accounts including making appropriate expenditures, properly signing checks, and properly maintaining receipts and invoices.
 - d. expends district funds by purchase orders submitted in a timely fashion.
 - e. makes personnel decisions in accordance with budgeted monies.
5. Curriculum, Assessment, and Instruction: The administrator
 - a. expects and supports teams' discussion, review, and evaluation of curricula based on performance results.
 - b. works within the role to make sure that instructional programs are consistent from classroom to classroom within grade levels and content areas.
 - c. works within the role to make sure that assessment of student progress is continuous and consistent from classroom to classroom and that assessment data is used to improve instruction and to measure student gains.

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6. Professional Responsibilities: The administrator
 - a. provides leadership on district and school committees.
 - b. identifies ways to improve instruction and to implement best practices identified by research.
 - c. applies professional development toward the achievement of personal, school and district goals.
 - d. involves the community in ways that are meaningful and engaging to a variety of stakeholders.
 7. Community Involvement:
 - a. A successful administrator engages meaningfully with a variety of stakeholders.
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District Policy History:

Adopted: February 16, 2016
Revised: January 21, 2021
Revised: April 10, 2025