

CENTRAL OFFICE ADMINISTRATOR SUMMATIVE EVALUATION REPORT--*School District of University City*

Name _____

Year _____

Years in System _____

Assignment _____

Years in Present Assignment _____

I. LEADERSHIP

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Provides direction for the department	<input type="checkbox"/> Demonstrates exceptional ability in establishing and implementing goals and direction for the department	<input type="checkbox"/> Consistently provides effective direction through needs assessment, goal identification and implementation strategies	<input type="checkbox"/> Inconsistently provides effective direction for the department	<input type="checkbox"/> Does not provide effective direction for the department
B. Provides for implementation of the department procedures and policies	<input type="checkbox"/> Develops exceptional strategies in assessing needs and is extremely proficient in working with staff to implement initiatives	<input type="checkbox"/> Consistently provides leadership and support for appropriate initiatives	<input type="checkbox"/> Inconsistently provides leadership with regard to initiatives	<input type="checkbox"/> Does not provide leadership for implementation department procedures and policies
C. Supervises and evaluates staff members effectively	<input type="checkbox"/> Develops and utilizes exceptional evaluation strategies	<input type="checkbox"/> Consistently implements evaluation strategies	<input type="checkbox"/> Inconsistently implements evaluation strategies	<input type="checkbox"/> Does not implement evaluation strategies
D. Maintains and communicates high standards of expected performance	<input type="checkbox"/> Demonstrates superior ability to provide clear standards of expected performance	<input type="checkbox"/> Consistently communicates standards of expected performance	<input type="checkbox"/> Inconsistently communicates standards of expected performance	<input type="checkbox"/> Does not communicate standards of expected performance
E. Provides leadership for positive change	<input type="checkbox"/> Displays superior leadership qualities for positive change	<input type="checkbox"/> Consistently provides leadership for positive change	<input type="checkbox"/> Inconsistently provides leadership for positive change	<input type="checkbox"/> Does not provide leadership for positive change
F. Demonstrates effective skills in the recruitment, selection and assignment of personnel	<input type="checkbox"/> Is extremely proficient in utilizing a variety of skills in recruitment, selection and assignment of personnel	<input type="checkbox"/> Consistently recruits, selects and assigns personnel effectively	<input type="checkbox"/> Inconsistently recruits, selects and assigns personnel effectively	<input type="checkbox"/> Does not effectively recruit, select or assign personnel
G. Promotes high quality professional development for department	<input type="checkbox"/> Provides leadership for and utilizes a variety of effective approaches for high quality professional development	<input type="checkbox"/> Consistently promotes high quality professional development	<input type="checkbox"/> Inconsistently promotes high quality professional development	<input type="checkbox"/> Does not promote high quality professional development

Leadership Comments:

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II. MANAGEMENT

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Provides for effective day-by-day operation of the department	<input type="checkbox"/> Provides excellent planning and implementation strategies for effective/efficient day-by-day operation of the department	<input type="checkbox"/> Consistently provides for effective/efficient day-by-day operation of the department	<input type="checkbox"/> Inconsistently provides for effective/efficient day-by-day operation of the department	<input type="checkbox"/> Does not provide for effective/efficient operation of the department
B. Ensures efficient management of fiscal resources	<input type="checkbox"/> Demonstrates superior knowledge and effective management concerning fiscal decision-making	<input type="checkbox"/> Consistently implements sound fiscal management and fiscal decision-making strategies	<input type="checkbox"/> Inconsistently implements sound fiscal management and fiscal decision-making strategies	<input type="checkbox"/> Does not implement sound fiscal management and fiscal decision-making strategies
C. Promotes and maintains a positive climate	<input type="checkbox"/> Demonstrates knowledge of and utilizes a variety of methods to maintain a positive climate	<input type="checkbox"/> Consistently promotes and maintains a positive climate	<input type="checkbox"/> Inconsistently promotes and maintains a positive climate	<input type="checkbox"/> Does not promote and maintain a positive climate
D. Demonstrates effective communication skills	<input type="checkbox"/> Is extremely skillful in using a variety of communication methods and techniques	<input type="checkbox"/> Consistently communicates effectively	<input type="checkbox"/> Inconsistently communicates effectively	<input type="checkbox"/> Does not communicate effectively
E. Demonstrates effective problem-solving and decision making skills	<input type="checkbox"/> Displays evidence of superior problem solving and decision making skills	<input type="checkbox"/> Consistently demonstrates problem solving and decision making skills	<input type="checkbox"/> Inconsistently demonstrates problem solving and decision making skills	<input type="checkbox"/> Does not demonstrate effective problem solving and decision making skills
F. Demonstrates effective organizational skills	<input type="checkbox"/> Demonstrates superior ability in use of organizational skills	<input type="checkbox"/> Consistently demonstrates effective organizational skills	<input type="checkbox"/> Inconsistently demonstrates effective organizational skills	<input type="checkbox"/> Does not demonstrate effective organizational skills

Management Comments:

CENTRAL OFFICE ADMINISTRATOR SUMMATIVE EVALUATION REPORT--*School District of University City*
(continued)

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III. INTERPERSONAL RELATIONSHIPS

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Demonstrates positive interpersonal relationships with staff	<input type="checkbox"/> Provides leadership to promote good working relationships with staff	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationships with staff	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationships with staff	<input type="checkbox"/> Does not demonstrate positive interpersonal relationships with staff
B. Demonstrates positive interpersonal relationships with other administrators	<input type="checkbox"/> Initiates and fosters positive interpersonal working relationships with other administrators	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationships with other administrators	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationships with other administrators	<input type="checkbox"/> Does not demonstrate positive interpersonal relationships with other administrators
C. Demonstrates positive interpersonal relationships with parents and community.	<input type="checkbox"/> Demonstrates active leadership to promote a beneficial working relationship with parents/community	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationships with parents/community	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationships with parents/community	<input type="checkbox"/> Does not demonstrate positive interpersonal relationships with parents/community

Interpersonal Relationships Comments:

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IV. PROFESSIONAL RESPONSIBILITIES

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Supports and implements the policies and procedures of the district	<input type="checkbox"/> Demonstrates superior skills and leadership in the development and improvement of school and district regulations and policies	<input type="checkbox"/> Consistently implements the policies and procedures of the district	<input type="checkbox"/> Inconsistently implements the policies and procedures of the district	<input type="checkbox"/> Does not implement the policies and procedures of the district
B. Participates in professional growth activities	<input type="checkbox"/> Seeks out and frequently participates in professional growth activities	<input type="checkbox"/> Participates in professional growth activities	<input type="checkbox"/> Occasionally participates in professional growth activities	<input type="checkbox"/> Does not participate in professional growth activities
C. Demonstrates a sense of professional responsibility	<input type="checkbox"/> Is self-motivated; assumes extra responsibilities voluntarily	<input type="checkbox"/> Consistently fulfills directed school responsibilities	<input type="checkbox"/> Inconsistently fulfills directed school responsibilities	<input type="checkbox"/> Does not fulfill directed school responsibilities

Professional Responsibilities Comments:

ADMINISTRATOR'S COMMENTS:

 Evaluator's Signature and Date

 Administrator's Signature and Date

EVALUATOR'S SUMMARY COMMENTS: