

# COORDINATOR SUMMATIVE EVALUATION REPORT--*School District of University City*

Name \_\_\_\_\_

Year \_\_\_\_\_

Years in System \_\_\_\_\_

Assignment \_\_\_\_\_

Years in Present Assignment \_\_\_\_\_

## I. INSTRUCTIONAL LEADERSHIP

CRITERIA: The Administrator...	<b><u>EXCEEDS</u></b> PERFORMANCE EXPECATIONS	<b><u>MEETS</u></b> PERFORMANCE EXPECTATIONS	<b><u>BELOW</u></b> PERFORMANCE EXPECTATIONS	<b><u>DOES NOT MEET</u></b> PERFORMANCE EXPECTATIONS
<b>A. Provides direction for the district</b>	<input type="checkbox"/> Demonstrates exceptional ability in establishing and implementing goals and direction for the district	<input type="checkbox"/> Consistently provides effective direction through needs assessment, goal identification and implementation strategies	<input type="checkbox"/> Inconsistently provides effective direction for the district	<input type="checkbox"/> Does not provide effective direction for the district
<b>B. Provides for implementation of the curriculum</b>	<input type="checkbox"/> Develops exceptional strategies in assessing curricular needs and is extremely proficient in working with staff to implement curricular initiatives	<input type="checkbox"/> Consistently provides leadership for appropriate curriculum and supports curricular initiatives	<input type="checkbox"/> Inconsistently provides leadership with regard to curricular initiatives	<input type="checkbox"/> Does not provide leadership for implementation of the curriculum
<b>C. Effectively implements strategies oriented toward improvement of instruction</b>	<input type="checkbox"/> Develops and utilizes exceptional strategies oriented toward improvement of instruction	<input type="checkbox"/> Consistently implements strategies oriented toward improvement of instruction	<input type="checkbox"/> Inconsistently implements strategies oriented toward improvement of instruction	<input type="checkbox"/> Does not implement strategies oriented toward improvement of instruction
<b>D. Maintains and communicates high standards of expected performance</b>	<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
<b>E. Provides leadership for positive educational change</b>	<input type="checkbox"/> Displays superior leadership qualities for positive educational change	<input type="checkbox"/> Consistently provides leadership for positive educational change	<input type="checkbox"/> Inconsistently provides leadership for positive educational change	<input type="checkbox"/> Does not provide leadership for positive educational change
<b>F. Demonstrates effective skills in the recruitment and selection of personnel</b>	<input type="checkbox"/> Is extremely proficient in utilizing a variety of skills in recruitment and selection and personnel	<input type="checkbox"/> Consistently recruits and selects personnel effectively	<input type="checkbox"/> Inconsistently recruits and selects personnel effectively	<input type="checkbox"/> Does not effectively recruit and select personnel
<b>G. Promotes high quality professional development in collaboration with principal</b>	<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

**COORDINATOR SUMMATIVE EVALUATION REPORT--*School District of University City***  
(continued)

Name \_\_\_\_\_

**Instructional Leadership Comments:**

**II. MANAGEMENT RESPONSIBILITIES**

CRITERIA: The Administrator...	<b><u>EXCEEDS</u></b> PERFORMANCE EXPECATIONS	<b><u>MEETS</u></b> PERFORMANCE EXPECTATIONS	<b><u>BELOW</u></b> PERFORMANCE EXPECTATIONS	<b><u>DOES NOT MEET</u></b> PERFORMANCE EXPECTATIONS
<b>A. Ensures that district facilities are conducive to a positive learning environment</b>	<input type="checkbox"/> Continually assesses facilities to ensure a positive learning environment	<input type="checkbox"/> Consistently ensures that facilities are conducive to a positive learning environment	<input type="checkbox"/> Inconsistently ensures that facilities are conducive to a positive learning environment	<input type="checkbox"/> Does not ensure that district facilities are conducive to a positive learning environment
<b>B. Ensures efficient management of department level fiscal resources</b>	<input type="checkbox"/> Demonstrates superior knowledge and effective management concerning fiscal decision-making	<input type="checkbox"/> Consistently implements sound fiscal management and participative fiscal decision-making strategies	<input type="checkbox"/> Inconsistently implements sound fiscal management and participative fiscal decision-making strategies	<input type="checkbox"/> Does not implement sound fiscal management and participative fiscal decision-making strategies
<b>C. Promotes and maintains a positive district climate</b>	<input type="checkbox"/> Demonstrates knowledge of and utilizes a variety of methods to maintain a positive district climate	<input type="checkbox"/> Consistently promotes and maintains a positive district climate	<input type="checkbox"/> Inconsistently promotes and maintains a positive district climate	<input type="checkbox"/> Does not promote and maintain a positive district climate
<b>D. Demonstrates effective communication skills</b>	<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
<b>E. Demonstrates effective problem-solving and decision making skills</b>	<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
<b>F. Demonstrates effective organizational skills</b>	<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 Responsibility Comments:**

**COORDINATOR SUMMATIVE EVALUATION REPORT--*School District of University City***  
(continued)

Name \_\_\_\_\_

**III. INTERPERSONAL RELATIONSHIPS**

CRITERIA: The Administrator...	<b><u>EXCEEDS</u></b> PERFORMANCE EXPECATIONS	<b><u>MEETS</u></b> PERFORMANCE EXPECTATIONS	<b><u>BELOW</u></b> PERFORMANCE EXPECTATIONS	<b><u>DOES NOT MEET</u></b> PERFORMANCE EXPECTATIONS
<b>A. Demonstrates positive interpersonal relationships with students</b>	<input type="checkbox"/> Willingly provides extra efforts to meet the needs of students	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationship with students	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationship with students	<input type="checkbox"/> Does not demonstrate positive interpersonal relationship with students
<b>B. Demonstrates positive interpersonal relationships with staff</b>	<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>C. Demonstrates positive interpersonal relationships with other administrators</b>	<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
<b>D. Demonstrates positive interpersonal relationships with parents and community.</b>	<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:**

**COORDINATOR SUMMATIVE EVALUATION REPORT--*School District of University City***  
(continued)

Name \_\_\_\_\_

**IV. PROFESSIONAL RESPONSIBILITIES**

CRITERIA: The Administrator...	<b><u>EXCEEDS</u></b> PERFORMANCE EXPECATIONS	<b><u>MEETS</u></b> PERFORMANCE EXPECTATIONS	<b><u>BELOW</u></b> PERFORMANCE EXPECTATIONS	<b><u>DOES NOT MEET</u></b> PERFORMANCE EXPECTATIONS
<b>A. Supports and implements the policies and procedures of the district</b>	<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>B. Participates in professional growth activities</b>	<input type="checkbox"/> Initiates professional growth activities; encourages staff to participate in professional growth activities	<input type="checkbox"/> Frequently participates in professional growth activities	<input type="checkbox"/> Occasionally participates in professional growth activities	<input type="checkbox"/> Does not participate in professional growth activities
<b>C. Demonstrates a sense of professional responsibility</b>	<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 SUMMARY COMMENTS:**

\_\_\_\_\_  
Administrator's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date