



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
Transform the Life of Every Student Every Day!

Central Office Administrator Evaluation Process

for Central Office Administrators

Created by Human Resources
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Introduction

In The School District of University City, central office administrators are an essential part of the district's efforts to achieve our mission: *"Transform the life of every student every day."*

The District's broad leadership goals are to:

- Articulate a clear instructional and cultural vision for the District: Learning Reimagined
- Create a cultural ecosystem that encourages the instructional vision to flourish
- Build the leadership capacity to accomplish this transformation
- Develop and support the teaching capacity to accomplish this vision

Administrator Performance Management Philosophy

The purpose of a performance based evaluation is to give feedback to employees and assist with the movement toward the goals of the District. Evaluations provide opportunities for development through communication. A focus on individual talents and strengths is encouraged for growth and development as a leader to occur. All of the aforementioned must be done while adhering to the requirements of the domains of job responsibilities and functional areas of leadership.

The purpose of performance evaluation is to:

- Identify strengths and opportunities for growth of each administrator being evaluated
- Provide data for the development of a professional growth plan (if needed)
- Determine successful fulfillment of job description criteria
- Ensure that employees are on task and are moving toward the District's goals and departmental goals
- Ensure that all efforts are designed to yield a positive impact on student outcomes

Performance Management

An administrator in The School District of University City is one who:

- Directs, supervises, or manages a key functional area or activity
- Supervises the work of others in the central office or in respective school buildings

The administrator performs in four key functional areas of leadership including:

- Instructional Leadership
 - the means by which the individual uses their leadership to influence the district's instructional program
- Organizational Leadership

- the means by which the individual uses their leadership to influence the operational success of the district as a whole
- Managerial Leadership
 - the means by which the individual uses their leadership to ensure that the district functions effectively and efficiently
- Ethical Leadership
 - the means by which the individual uses their leadership to display trustworthiness, integrity, respectfulness, dignity, and fairness

The Performance Management Process

The Performance Management Process is designed to evaluate the administrator's demonstrated leadership in the position, performance towards the key functional areas of leadership as well as growth and development made in professional goals. The Performance Management Process involves three major steps or activities:

1. Goal Setting
2. Mid Year Goal Status Update and Progress Conference
3. Self-Assessment and Summative Evaluation

Step 1-Goal Setting

The administrator should schedule a goal-setting meeting with their immediate supervisor by September 30th. The purpose of this meeting is for both parties to agree on a set of performance growth goals for the new evaluation cycle. The most important requirement of this process is that the Performance Growth Goals are reflective of the mission, vision and goals of the District while encompassing the key functional areas of leadership.

The [Goal Setting form](#) should be completed in mid to late summer approaching the start of the new academic school year. Step 1 is due by September 30th.

NOTE: The supervisor's role throughout the Performance Management Process is to support the growth efforts. This can be done by holding periodic progress meetings that will monitor progress, identify barriers to progress, provide space to make adjustments to the plan and further establish the importance of performance growth as a job expectation.

Step 2-Mid Year Goal Status Update and Progress Conference

This important conference with the administrator and their supervisor is to examine progress toward meeting performance goals, to determine the pace of progress, and to provide the supervisor with information that may relate to progress on district-wide goals and priorities. The administrator should retain artifacts of the work being done and utilize them in the conference to support points. This conference should reflect how well the administrator is contributing to the overall plan for district improvement.

The [Goal Status form](#) should be completed and a status update conference held by March 31st.

Step 3-Self-Assessment and Summative Evaluation

The administrator should use the Professional Reflection and Self-Assessment form and the Summative Evaluation Self-Evaluation form to examine their professional progress over the course of the academic school year. The forms attempt to help the individual capitalize on strengths and areas for improvement in their major areas of responsibility as well as to articulate their strengths and areas for improvement across all areas of their role. There is no master listing of job responsibilities in this evaluation system. Each person must work from their own set of job responsibilities and overlay those responsibilities against the domains functional areas of leadership. Using the Central Office/Building Administrator Performance Management Process, the administrator can self-assess their performance as it exceeds, meets, is below or does not meet expectations. The administrator will complete two documents to prepare for the summative evaluation meeting. The administrator should complete the [Professional Reflection and Self-Assessment form](#) and the [Summative Evaluation Self-Evaluation form](#).

The Summative Evaluation Conference is held to report on the accomplishment of the performance growth goals established at the beginning of the academic school year. At this point, all of the elements of the evaluation process for the yearly performance management cycle will be completed. During this meeting the administrator can expect the supervisor to address both the administrator's job function progress and the progress towards district goals. This process is about quality and not quantity. The supervisor will provide verbal feedback indicating the judgment of the administrator's progress. The conference should not involve any surprises. Communication should be constant and ongoing from the first conference until the summative. The supervisor will write a summary of the central office/building administrator's overall performance using the [Summative Evaluation form](#). The Self-Assessment and Summative Evaluation conference should occur by June 30th.