

Radford City Schools
Administrator's Evaluation Handbook



PERFORMANCE EVALUATION COMMITTEE
Spring 2006

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Philosophy

It is the belief of this committee that the evaluation process should:

1. Promote professional and personal growth.
2. Utilize various techniques to assess an administrator's performance.
3. Promote a partnership between school administrators and central office administrators.
4. Be an accurate and fair assessment of an administrator's performance.
5. Encourage self-directed growth of administrator's through reflections.
6. Provide an opportunity for administrators to participate in the development of a growth plan.
7. Emphasize strengths, identify areas needing improvement, and provide direction for improvement.
8. Recognize excellence, guide improvement, and provide direction for improvement.

Purpose

Evaluation shall be a requirement for all personnel in the Radford City School Division.

Evaluation of professional employees shall be a cooperative and continuing process performed on an annual basis. The results of the evaluation shall be in writing, dated and signed by the evaluator and the person being evaluated, and a copy shall be placed in the employees personnel file located at the central office.

The purpose of evaluation is:

1. To raise the quality of instruction and educational service to the children and community.
2. To raise standards of the division as a whole.
3. To allow the individual to grow and improve.
4. To coordinate individual goal setting in keeping with school and district plans.
5. To communicate with the administrator regarding their role in the instructional program of the school.

Process for Evaluating Administrators in Radford City School

The evaluation process for School Administrators begins with every Administrator establishing at least one Instructional Performance Goal and one Professional Performance Goal for the upcoming school year. Once the goals have been determined, they will be submitted to the evaluator, using the Performance Goals Form (Appendix A) for approval. The evaluator will review the goals and either approve them or schedule a conference with the administrator to make suggestions or ask for clarification. The goals established by the administrators should follow the procedures set forth in the Guidelines for Goal Setting (Appendix B).

A Summative Evaluation will be completed on every administrator by May 1 of each year. The summative evaluation is conducted in two phases. The first phase consists of a self evaluation conducted by the administrator. Once phase one is completed the evaluator submits the summative evaluation form to their assigned evaluator who completes the evaluation and conferences with the administrator. The evaluator must utilize the Radford City Schools Summative Evaluation Form for Administrators (Appendix C) to document the evaluation. The evaluator will conference with the administrator to discuss his/her performance for the year, review professional goals, and set goals for the following year. Two copies of each evaluation will be created. One copy will be given to the administrator, and one copy will become a part of the administrator’s personnel file.

If at any time an administrator is identified as needing assistance or is placed on probation, an Individual Improvement Plan (Appendix D) will be mutually developed by the administrator, evaluator, and Superintendent. The summative evaluation of any administrator on an Individual Improvement Plan must be completed by March 31.

Evaluation Year	Date to be completed
Administrator establishes and submits Instructional and Professional Performance Goals to their evaluator	August 1
Evaluator reviews each administrator’s Instructional and Professional Performance Goals. Schedules a conference, if necessary.	August 1 - August 30
Administrator completes self evaluation	March 31
Evaluator completes Summative Evaluation Form for Administrators	May 1

Appendices

Appendix A

RADFORD CITY SCHOOLS

PERFORMANCE GOALS FORM

Administrator:

School: SELECT ONE

School Year:

Administrator: Please list one or more performance goals for the school year. Goals should address instructional and professional performance areas. If you have an Individual Improvement Plan, the plan must be included in the goals statement.

Instructional Performance Goal(s)

Professional Performance Goal(s)

Administrator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Appendix B

RADFORD CITY SCHOOLS GUIDELINES FOR PERFORMANCE GOAL SETTING

Goal setting is an informal process to foster the professional growth of administrators. The following guidelines have been established to facilitate the process:

1. All administrators will submit, for the upcoming school year, at least one goal of instructional performance growth and one goal of professional performance growth to their evaluator by August 1. The goals must be submitted using the Performance Goal Form.
2. The evaluator will review the performance goals submitted by the administrator to ensure that he/she is addressing the appropriate areas. A goal setting conference will be held between the evaluator and administrator in the event that the evaluator does not agree with or would like to make suggestions regarding the goals submitted.
3. The goal-setting conferences will be mutually scheduled by the evaluator and administrator and must take place by August 30 of each school year.
4. Newly employed administrators will hold a goal-setting conference with an evaluator within 45 working days of employment.
5. In order to select the proper performance goals, administrators should review the evaluation criteria and reflect on their administrative performance based on those areas.

Examples:

Instructional Performance Goals could include but not be limited to:

- By spring of 2007, I will conduct a summative evaluation on every employee in the building.
- By the spring of 2006, I will assist all teachers in establishing meaningful and appropriate performance goals.

Professional Performance Goals could include but not be limited to:

- During the 2006-07 school year I will participate in at least two professional development activities designed to assist me in enhancing school and community relations.
- Throughout the 2006-07 school year I will strive to handle complaints from citizens, students, and teachers in a timely manner.

Appendix C
RADFORD CITY SCHOOLS
SUMMATIVE EVALUATION FOR ADMINISTRATIVE
AND SUPERVISORY PERSONNEL

Name:

Date:

Position:

School/Department:

This form has been developed as part of a continuous improvement program for all personnel. It is intended that the use of it be a professional growth experience for all persons involved. Emphasis is to be placed upon self-evaluation on the part of each administrator. A Summative Evaluation must be conducted on each administrator.

Two columns are provided to the right of each performance indicator. Each administrator is to complete a self-evaluation and submit the form to their assigned evaluator.

Rating:

- (E) **Exceeds Expectations:** Performance is exemplary
 (M) **Meets Expectations:** Performance meets expectations and demonstrates competence.
 (N) **Needs Improvement:** Performance is not acceptable
 (NA) **Not Applicable:**

General Administrative and Professional Responsibilities	Evaluator	Self
Accepts administrative decisions and works toward district-wide goals.	SELECT	SELECT
Interprets accurately and enforces the school district's policies and regulations.	SELECT	SELECT
Is willing to give services beyond general requirements.	SELECT	SELECT
Assumes effective leadership for the overall morale of the school district.	SELECT	SELECT
Effectively delegates responsibility and organizes subordinates for maximum efficiency and effectiveness.	SELECT	SELECT
Is flexible in administrative decisions and in relations with individuals (students, parents, and teachers).	SELECT	SELECT
Is willing to make decisions which may be unpopular yet may be best for the overall program.	SELECT	SELECT
Insures effective communication and articulation between other schools and/or departments in the school district.	SELECT	SELECT
Effectively communicates pertinent information to employees and to students.	SELECT	SELECT
Maintains and promptly submits accurate, complete, reliable, and objective reports, records and proposals.	SELECT	SELECT
Evaluates all employees fairly.	SELECT	SELECT
Evaluates teachers' methods of grading students.	SELECT	SELECT
Constructively interprets the school program, policies, and regulations to the community.	SELECT	SELECT
Is regular in attendance at scheduled meetings where presence is expected.	SELECT	SELECT
Is professional in all relationships and encourages professional ethics in others.	SELECT	SELECT
Fulfills responsibility for administering attendance policies and maintaining attendance records.	SELECT	SELECT
Recognizes authority and follows established chain of command.	SELECT	SELECT

Administrators Performance Evaluation
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Keeps superintendent/business manager fully informed on all school matters which concern them.	SELECT	SELECT
Solves crises with a minimum of recurring problems.	SELECT	SELECT
Periodically reviews and evaluates progress of programs in all subject areas.	SELECT	SELECT
Identifies strengths and weaknesses of programs through research, analysis of test information, and other quantitative measurements of achievement.	SELECT	SELECT
Plans and develops new curricula and/or curricular materials with input from curriculum committees and other personnel.	SELECT	SELECT
Prepares curriculum proposals for presentation to Superintendent/Board.	SELECT	SELECT
Provides for development of courses of study in all approved subject areas.	SELECT	SELECT
Reviews, prepares and maintains records and reports.	SELECT	SELECT
Establishes and maintains a wholesome school environment.	SELECT	SELECT
Maintains effective and current school handbooks.	SELECT	SELECT
Makes effective use of supportive personnel and resources.	SELECT	SELECT
Maintains relevant skills and knowledge in school law, finance, curriculum improvement, and other administrative responsibilities.	SELECT	SELECT

Comments:

Management of Facilities	Evaluator	Self
School office is neat and attractive.	SELECT	SELECT
School office has a congenial and friendly atmosphere.	SELECT	SELECT
Effectively maintains school with the resources available.	SELECT	SELECT
Plans for the efficient operations of the school.	SELECT	SELECT
Encourages students and employees to show pride in the building and grounds.	SELECT	SELECT
Shows leadership in economical use of materials and supplies.	SELECT	SELECT
Makes efficient use of available space and facilities.	SELECT	SELECT
Schedules and monitors activities of custodial maintenance staff.	SELECT	SELECT
Reports needed repairs to the maintenance supervisor and business manager.	SELECT	SELECT
Supervises the utilization of supplies, equipment and facilities.	SELECT	SELECT
Maintains inventories of property, equipment, etc.	SELECT	SELECT
Regulates the use of school.	SELECT	SELECT

Comments:

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Instruction and Supervision	Evaluator	Self
Assists teachers in establishing class goals, objectives, and concepts.	SELECT	SELECT
Assists teachers in developing effective lesson plans.	SELECT	SELECT
Assists teachers in evaluating their teaching methods and materials.	SELECT	SELECT
Visits classrooms on a regular basis and observes teachers and students.	SELECT	SELECT
Assists and encourages teachers to adjust their educational program to meet individual student needs and abilities.	SELECT	SELECT
Assists teachers in using community resources in their instructional process.	SELECT	SELECT
Assures that all teachers provide a classroom atmosphere conducive to learning.	SELECT	SELECT
Assists teachers in developing programs for satisfactory growth in basic skills.	SELECT	SELECT
Assists teachers in helping students to analyze and evaluate themselves.	SELECT	SELECT
Assists on textbook selection committees.	SELECT	SELECT
Maintains a program balance among subjects offered in the school.	SELECT	SELECT
Evaluates materials and equipment and makes recommendations to the superintendent.	SELECT	SELECT
Proposes and designs pilot programs for the purpose of assessing the effectiveness of teaching techniques, instructional organization and general curriculum.	SELECT	SELECT
Works with all school personnel to define and evaluate the instructional program.	SELECT	SELECT
Supervises and evaluates performance of teaching and non-teaching personnel (guidance, transportation, food service, clerical, maintenance operations, etc.)	SELECT	SELECT
Plans with counselors for more effective instructional and testing program.	SELECT	SELECT
Is knowledgeable of curricular issues in varied subject fields.	SELECT	SELECT
Outlines clear and specific goals for each curricular and co-curricular program.	SELECT	SELECT
Plans and selects educational activities which meet program objectives.	SELECT	SELECT
Assigns pupils to classes and programs according to individual needs and goals.	SELECT	SELECT
Provides for effective and adequate supplementary help for student to meet individual needs.	SELECT	SELECT
Assigns teachers to programs according to individual strengths and goals in a fair manner.	SELECT	SELECT

Comments:

Administrators Performance Evaluation
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Personnel Administration	Evaluator	Self
Treats all staff members fairly and with respect.	SELECT	SELECT
Staff members feel free to approach individual on any matter of concern.	SELECT	SELECT
Praises in general, and in particular, those departments and staff members whose performance has been outstanding.	SELECT	SELECT
Admonishes privately those staff members whose performance is not acceptable.	SELECT	SELECT
Uses discretion and consideration in speaking of school, school district and colleagues.	SELECT	SELECT
Assumes leadership in solving school, department, district problems when the opportunity presents itself.	SELECT	SELECT
Encourages and conducts in-service activities for the professional growth and development of school personnel.	SELECT	SELECT
Coordinates the organizational functions and assigns job-related tasks to school personnel for maximum effectiveness.	SELECT	SELECT
Involves personnel in program planning for annual budget needs.	SELECT	SELECT
Follows and implements district staff evaluation systems.	SELECT	SELECT
Is responsive to complaints.	SELECT	SELECT
Creates an open organizational climate conducive to free exchange of ideas, resulting in high morale.	SELECT	SELECT
Is respected by staff and administrators.	SELECT	SELECT
Has a thorough knowledge of the school staff and each member's individual strengths and weaknesses.	SELECT	SELECT
Promptly relays administrative messages to staff.	SELECT	SELECT
Accepts personal administrative responsibility to communicate with staff, address problems, etc. brought to attention by other administrators.	SELECT	SELECT
Makes effective, fair and efficient employment use of substitutes.	SELECT	SELECT
Maintains effective discipline among staff.	SELECT	SELECT
Schedules teachers effectively, efficiently and fairly.	SELECT	SELECT
Recommends employment/dismissal of employees.	SELECT	SELECT

Comments:

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Student Personnel	Evaluator	Self
Encourages student leadership.	SELECT	SELECT
Encourages students to respect the rights, properties, and opinions of others	SELECT	SELECT
Understands and respects students as individuals.	SELECT	SELECT
Aids students in developing responsibility for their conduct and attempts to have students assume responsibility for the behavior of their peers.	SELECT	SELECT
Maintains adequate reports and records on students.	SELECT	SELECT
Maintains effective standards of discipline among students with noticeable decrease in vandalism, truancy, absenteeism and general behavior.	SELECT	SELECT
Maintains effective standards of health, and safety.	SELECT	SELECT
Supervises the school's pupil personnel services.	SELECT	SELECT
Organizes and directs extracurricular activities.	SELECT	SELECT
Provides counseling for students.	SELECT	SELECT
Communicates effectively with students.	SELECT	SELECT

Comments:

School and Community Relations	Evaluator	Self
Maintains close contact with the community and public in evaluating and planning objectives of the school program.	SELECT	SELECT
Constructively interprets educational policies and programs to the public and provides them with an opportunity to react.	SELECT	SELECT
Provides adequate opportunities for community participation in schools.	SELECT	SELECT
Promotes constructive community relationships.	SELECT	SELECT
Keeps community informed concerning the school programs.	SELECT	SELECT
Supervises the public relations program within the school and submits public relations material to the superintendent for release.	SELECT	SELECT
Maintains effective communication with parents.	SELECT	SELECT
Is active in community life.	SELECT	SELECT
Ensures that the office staff is friendly, polite, and helpful and insures that all personnel exhibit courteous and efficient telephone manners.	SELECT	SELECT
Is readily available to parents, students, teachers and general public.	SELECT	SELECT
Works cooperatively with PTA/ PTO Booster Clubs and other groups.	SELECT	SELECT
Is tactful, prompt and courteous in dealing with parents, other citizens, students and teachers.	SELECT	SELECT
Effectively handles complaints from citizens, students and teachers.	SELECT	SELECT

Comments:

Business/Financial Management	Evaluator	Self
Demonstrates competence in the management and control of the overall school program budget, including student activity funds.	SELECT	SELECT
Provides adequate instructional materials and equipment within budget limitations as based on student needs.	SELECT	SELECT
Exhibits an awareness of program needs in assessing instructional and building priorities in development of fiscal budgets.	SELECT	SELECT
Provides for the care and security of instructional materials and equipment.	SELECT	SELECT
Prepares, in detail, the annual budget.	SELECT	SELECT
Issues periodical financial statements to the Superintendent/Board.	SELECT	SELECT
Prepares specifications and requests quotes and bids.	SELECT	SELECT
Maintains accurate financial records.	SELECT	SELECT
Supervises accounting of all student activity funds and accounts.	SELECT	SELECT
Analyzes and administers school insurance programs.	SELECT	SELECT
Effectively supervises purchasing and disbursing school supplies.	SELECT	SELECT
Maintains inventories of property, textbooks, supplies, equipment, etc.	SELECT	SELECT
Maintains all necessary cafeteria records and accounts.	SELECT	SELECT

Comments:

Special Assignments	Evaluator	Self
Serves as Director of Technology.	SELECT	SELECT
Serves as Director of Elementary Education.	SELECT	SELECT
Serves as Director of Secondary Education.	SELECT	SELECT
Serves as Director of Career and Technical Education.	SELECT	SELECT
Serves as Director of Special Education.	SELECT	SELECT
Serves as Director of Testing.	SELECT	SELECT
Serves as Director of School Nutrition.	SELECT	SELECT
Serves as Director of Transportation.	SELECT	SELECT
Supervises and monitors federal programs.	SELECT	SELECT
Willingly accepts and performs special assignments by Superintendent.	SELECT	SELECT
Participates in the design and organization of the division's six-year plan.	SELECT	SELECT
Participates in the professional growth activities.	SELECT	SELECT
Accepts constructive criticism.	SELECT	SELECT
Maintains enthusiasm for the job.	SELECT	SELECT
Accepts administrative decisions and works enthusiastically toward achieving goals even when not in conformance with personal opinion.	SELECT	SELECT
Personal appearance is neat.	SELECT	SELECT
Demeanor is appropriate.	SELECT	SELECT
Speaks clearly in a well-modulated voice.	SELECT	SELECT
Uses correct written and oral English (spelling and grammar, etc.).	SELECT	SELECT

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Works effectively with others.	SELECT	SELECT
Exhibits patience, tact, kindness, courtesy, understanding, open-mindedness and flexibility in dealing with problems, both student and adult.	SELECT	SELECT
Is professional and discreet in discussing all school business and personnel.	SELECT	SELECT
Demonstrates emotional and mental maturity.	SELECT	SELECT
Continues professional growth through steady attendance at appropriate conferences and professional memberships.	SELECT	SELECT
Adjusts to change in procedure effectively and is receptive to new ideas.	SELECT	SELECT
Accepts responsibility.	SELECT	SELECT
Is dependable.	SELECT	SELECT

Comments:

Comments by person being evaluated:

Comments by Supervisor/Superintendent:

Signature of Administrator: _____ Date: _____

Note: The signature of the individual being evaluated indicates that the results of the evaluation have been discussed in a conference and that the individual has received a copy of the evaluation. It does not necessarily indicate agreement.

Immediate Supervisor: _____ Date: _____

Superintendent: _____ Date: _____

**Appendix D
Radford City Schools
Improvement Plan**

Employee:
Start Date:
Completion Date:

School: SELECT ONE
Position:
Conference Date:

Goals and/or Objectives:

Actions to be taken by the employee:

Assistance to be provided by the primary evaluator:

Employee's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____