

\_\_\_\_ Commerce \_\_\_\_ Public Schools

Administrator's Name \_\_\_\_\_

Evaluation Record

Building \_\_\_\_\_

For the \_\_\_\_\_ school year

Assignment Principal \_\_\_\_\_

The rating scale assumes that every practitioner can improve or change, in some areas, activities or skills may need immediate attention: some are possible areas of growth, while in other areas, activities and skills are at an appropriate level.

Exceptional ----- 4  
Satisfactory ----- 3  
Marginal ----- 2  
Not Satisfactory ----- 1

### Management

- |   |   |   |   |   |
|---|---|---|---|---|
| The administrator and staff develop goal statements, which are the result of a needs assessment, a written analysis of student test scores and other data as well as community input. | 4 | 3 | 2 | 1 |
| The administrator uses a minimum of instructional time for non-instructional routines thus maximizing time on task.   | 4 | 3 | 2 | 1 |
| The administrator works with staff to develop and communicate defined standards of conduct, which encourage positive and productive behavior.   | 4 | 3 | 2 | 1 |
| The administrator establishes and maintains rapport with staff and students, providing a pleasant, safe, and orderly climate for learning.  | 4 | 3 | 2 | 1 |

### Instructional Leadership

- |   |   |   |   |   |
|---|---|---|---|---|
| The administrator works with staff in a collegial and non-threatening ways to promote and improve instruction.  | 4 | 3 | 2 | 1 |
| The administrator sets high expectations for staff.   | 4 | 3 | 2 | 1 |
| The administrator provides needed resources for staff.  | 4 | 3 | 2 | 1 |
| The administrator works with staff to establish curriculum objectives sequence, and lesson objectives.  | 4 | 3 | 2 | 1 |
| The administrator works with staff to assure that all learners are involved in the learning process.  | 4 | 3 | 2 | 1 |
| The administrator assists the staff in monitoring student progress.   | 4 | 3 | 2 | 1 |
| The administrator works with the staff to develop a program to recognize academic achievement.  | 4 | 3 | 2 | 1 |
| The administrator educates the staff to recognize and display the teaching criteria upon which the evaluation is conducted.   | 4 | 3 | 2 | 1 |
| The administrator observes in the classroom the performance criteria as defined by the district.  | 4 | 3 | 2 | 1 |
| The administrator summatively evaluates staff only after classroom observations are made, performance feedback is given, growth goals are set, and alternative methods are offered. | 4 | 3 | 2 | 1 |

### Products

- |  |   |   |   |   |
|--|---|---|---|---|
| The administrator provides written discipline policies to which students are expected to perform.  | 4 | 3 | 2 | 1 |
| The administrator provides a written school building improvement plan that supports the district's Five Year Improvement Plan describing school goals, objectives, and staff development activities. | 4 | 3 | 2 | 1 |
| The administrator provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.                    | 4 | 3 | 2 | 1 |

The Administrator actively promotes positive community relations by:

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Providing opportunities for community members to become involved in school activities.                 | 4 | 3 | 2 | 1 |
| 2. Actively supporting parent organizations and parental involvement in all facets of the school program. | 4 | 3 | 2 | 1 |
| 3. Making parents/patrons feel welcome at school.   | 4 | 3 | 2 | 1 |
| 4. Soliciting input from the community to develop goals for the school.                                   | 4 | 3 | 2 | 1 |
| 5. Making use of educational resources from the community.  | 4 | 3 | 2 | 1 |
| 6. Constructively interpreting the school program and the policies to the community.                      | 4 | 3 | 2 | 1 |
| 7. Keeping the community informed concerning the school program.  | 4 | 3 | 2 | 1 |
| 8. Encouraging teachers to maintain constructive communications with parents.                             | 4 | 3 | 2 | 1 |

The administrator continues professional development by:

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Applying ideas from professional magazines, bulletins, and meetings.  | 4 | 3 | 2 | 1 |
| 2. Attending and contributing to professional organizations and meetings.  | 4 | 3 | 2 | 1 |
| 3. Taking advantage of opportunities for professional growth that are available beyond the requirements of the district. | 4 | 3 | 2 | 1 |
| 4. Acting as a positive role model for faculty for professional development.   | 4 | 3 | 2 | 1 |
| 5. Providing building level staff development programs to meet the needs of staff within the building.                   | 4 | 3 | 2 | 1 |
| 6. Providing programs and projects to enhance staff morale within the building.  | 4 | 3 | 2 | 1 |
| 7. Keeping total staff well informed on matters related to curriculum and instruction.                                   | 4 | 3 | 2 | 1 |

This evaluation is based on \_\_\_\_\_ school visits, \_\_\_\_\_ administrator/evaluator conferences and personal knowledge collected by the evaluator during the school year.

**EVALUATOR'S COMMENTS** (address on separate sheets in narrative form)

1. Strengths
2. Needs to improve in these areas
3. Recommendations for improvements

**ADMINISTRATOR'S COMMENTS:** Administrator is invited to make any comments, which he/she may wish to include as part of the evaluation. Administrator's comments will be added as an attachment to the evaluation.

I certify this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement.

	<b>Superintendent</b>	
Signature of Evaluator	Title	Date

	<b>Principal</b>	
Signature of Employee	Title	Date

## EVALUATOR'S COMMENTS

1. Strengths:

2. Needs to improve in these areas:

3. Recommendations for improvements: