

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

ADMINISTRATOR EVALUATION INPUT FORM 2017-18

In the process of planning for the short and long-term improvement of the Mountain View Whisman School District, the Superintendent and Administrator identified and agreed upon specific expectations to address during the school year. It was the understanding that the Superintendent would evaluate the Administrator's on the basis of progress being made toward the achievement of these expectations along with his/her overall performance relative to the usual responsibilities of the position as delineated in this document.

The scale to be used in the evaluation of the Administrator's performance is:

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

After each item is an area for comment. **If you give the Administrator a rating of 1 or 2 on any item, it is expected that you will indicate with some specificity what he/she would need to do to bring his/her performance into the satisfactory range.**

The evaluation instrument consists of three assessments:

Part 1: Priority District performance goals

Part 2: General job performance responsibilities

Part 3: Characteristics and skills generally possessed by successful superintendents

Part 1: Performance Goals

PERFORMANCE GOAL 1: Collaborate with the District Office in the development of Site Plans, which will provide year-long direction and focus for the school, with the intent of having the Plan presented to the Board of education.

It is expected that all areas of Site Operation will be addressed in the development of the Site Plan, and that all stakeholders of the District Office will be engaged in the process. It also is expected that representative stakeholders to include staff, parents, and community will be engaged in the development of the Site Plan.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

PERFORMANCE GOAL 2: Improve Student Achievement as demonstrated by the results of students.

- Increasing number of students exceeding and/or meeting expectations.
- Providing focus on the special needs of all students with focus on ELL and SE students.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

PERFORMANCE GOAL 3: Ensure the fiscal stability of the School.

- Align site plan initiatives to site budget.
- Maintain the fiscal strength for Site by aligning proposed expenditures and needs with available resources.
- Expend the balance of the site budget for the current fiscal year.
- Expenditures are in line with budget for the previous year.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

PERFORMANCE GOAL 4: During the 2017-18 school year, revise the English Language Learners (ELL) program to ensure that a minimum of 80% of students who are enrolled in the program will reach competency in the English language on par with their peers within a six-year period.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

PERFORMANCE GOAL 5: By the end of the 2017-18 school year, expand the Right to Intervention (RTI) program so that it serves all students in all schools. (Elementary Only)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

PERFORMANCE GOAL 6: By the end of the 2017-18 school year, modify the middle school schedule to ensure that all students will have an opportunity to engage in an elective program. (Middle School Only)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

Part 2: General Job Performance Responsibilities

Following are five areas that the Superintendent feels that Principals needs to address to provide effective stewardship. Comments for each of the items will be derived from District Office. staff. Whenever possible, we will use specific examples.

1. EDUCATIONAL LEADERSHIP (knowledgeable regarding emerging research, educational programming, new technologies and their potential impact on education, the change process; recognizes the impact of high expectations on student performance and the roles of standards and assessment in achieving these expectations; delegates appropriately to encourage the continuous improvement of the educational program; provides appropriate staff development opportunities; specific expectations include the assigning of authority, responsibility and accountability for evaluating academic programming to appropriate sub-ordinates)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

2. RELATIONS WITH THE STAFF (accessible and responsive to staff needs; maintains an open dialogue with all staff members; assures an effective evaluation system of all employees; effectively supervises and evaluates personnel; delegates well and holds others accountable; encourages staff to show initiative and take risks; acknowledges staff accomplishments.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

3. BUSINESS AND FINANCIAL MATTERS (effectively implements budget; is sensitive to adequacy of resources when making recommendations; advises District Office of potential fiscal concerns and/or issues; aligns budget with educational expectations and priorities.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

4. RELATIONS WITH THE COMMUNITY (is accessible and responsive to members of community; is visible in community; works effectively with parent groups; maintains relationships with municipal officials, non-profit organizations, the business community and with state and national officials, as appropriate.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

Part 3: Characteristics, Skills and Knowledge

Please evaluate the Administrator on the following items. If you feel you have not observed his performance relative to a specific item, please do not provide a rating for that item.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

I. Vision and Values							
1.	Articulates a clear vision of what is required to be an exemplary school.	1	2	3	4	5	6
2.	Acts in accordance with the mission, vision, and core beliefs.	1	2	3	4	5	6
3.	Strives for continuous improvement in all areas of the school.	1	2	3	4	5	6
4.	Has concrete plans and is actively involved in developing, monitoring, and evaluating the progress of school initiatives and implementation plans.	1	2	3	4	5	6
5.	Promotes high expectations for all students and personnel.	1	2	3	4	5	6
6.	Leads in an encouraging, participatory, and team-focused manner.	1	2	3	4	5	6
7.	Delegates leadership responsibilities effectively.	1	2	3	4	5	6
8.	Demonstrates integrity, honesty, and fairness.	1	2	3	4	5	6
II. Instructional Leadership							
9.	Is the school's instructional leader.	1	2	3	4	5	6
10.	Demonstrates a deep understanding of the teaching and learning process.	1	2	3	4	5	6
11.	Increases academic accountability in all functions of the school.	1	2	3	4	5	6
12.	Provides meaningful guidance on the District's curricular and instructional programming.	1	2	3	4	5	6
13.	Provides meaningful guidance on the implementation and management of a systematic District-wide assessment program.	1	2	3	4	5	6
14.	Utilizes student achievement data to drive the school's instructional and assessment programming.	1	2	3	4	5	6
III. Community and Relationships							
15.	Is a visible presence throughout the school and the community.	1	2	3	4	5	6
16.	Understands the conditions, cultures, dynamics, and values of the school community.	1	2	3	4	5	6
17.	Listens to and effectively represents the interests and concerns of students, personnel, and community.	1	2	3	4	5	6
18.	Fosters a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	1	2	3	4	5	6
19.	Seeks a high level of engagement with staff and other school-based employees.	1	2	3	4	5	6

20.	Maintains positive and collaborative working relationships with the District Office and its staff.	1	2	3	4	5	6
21.	Develops strong relationships with constituent groups, local government, area business, and external partnerships.	1	2	3	4	5	6
IV. Communication and Collaboration							
22.	Communicates effectively the plans, goals, and progress of the school to the District Office staff, parents, students, and the community.	1	2	3	4	5	6
23.	Communicates clearly to the school community about student achievement.	1	2	3	4	5	6
24.	Facilitates the sharing of ideas, plans, and methods among various stakeholders.	1	2	3	4	5	6
25.	Provides constructive, meaningful feedback to personnel he/she supervises.	1	2	3	4	5	6
26.	Involves appropriate stakeholders in the decision making process.	1	2	3	4	5	6
27.	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning.	1	2	3	4	5	6
V. Core Knowledge Competencies							
28.	Demonstrates strong understanding of organizational and educational leadership.	1	2	3	4	5	6
29.	Demonstrates strong understanding of emerging issues and trends that affect the school community.	1	2	3	4	5	6
30.	Demonstrates strong understanding of current legal, regulatory, and ethical issues affecting education.	1	2	3	4	5	6
31.	Demonstrates strong understanding of personnel needs and requirements.	1	2	3	4	5	6
32.	Demonstrates strong understanding of the system of public school governance and finances.	1	2	3	4	5	6
VI. Management							
33.	Is an effective manager of the school's day-to-day operations.	1	2	3	4	5	6
34.	Aligns operational plans and procedures with the School District's vision, mission, and goals.	1	2	3	4	5	6
35.	Identifies, confronts, and resolves school issues in a timely manner.	1	2	3	4	5	6
36.	Effectively plans and manages the financial operations.	1	2	3	4	5	6
37.	Aligns financial resources with student learning needs and the school's vision, mission, and goals.	1	2	3	4	5	6
38.	Recruits, employs, and retains effective personnel.	1	2	3	4	5	6
39.	Applies policies and procedures fairly, wisely, and consistently.	1	2	3	4	5	6
40.	Guides the development and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	1	2	3	4	5	6

41. Facilitates efficient delivery of supplemental school services (e.g., IEPs, safety, food service). 1 2 3 4 5 6

Based on self-reflection identify 3 Areas of Strength and 3 Opportunities for Growth: