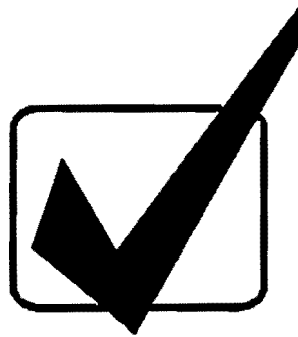


**RICHMOND PUBLIC SCHOOLS
RICHMOND, VIRGINIA**

**HANDBOOK
FOR EVALUATION
OF
PRINCIPALS,
ADMINISTRATIVE/
SUPERVISORY PERSONNEL**



SEPTEMBER, 2000

TABLE OF CONTENTS

<i>Mission Statement</i>	1
<i>Introduction</i>	2
<i>Evaluation Process</i>	2
<i>Evaluation Responsibility</i>	4
<i>Administrator Evaluation Criteria and Performance Indicators-Virginia Department of Education</i>	5
<i>Evaluation Forms</i>	13

MISSION

The effectiveness of the Richmond Public Schools depends, to a great extent, upon the quality of the leadership of its administrators. In order to ensure this quality of leadership, the evaluation of administrative performance is essential. Consequently, the methods and procedures used in evaluating administrators should enhance their performance and result in a school system which fosters academic excellence.

Therefore, we believe that:

- the goals of the evaluative process should lead to a level of performance which guarantees quality and productivity;
- the evaluative process should be a cooperative effort which allows for continuity and structure;
- the design and implementation of the evaluative process should embody fairness and impartiality; and
- the professional growth of the administrator will be promoted.

GUIDELINES FOR EVALUATING ADMINISTRATORS IN RICHMOND PUBLIC SCHOOLS

The public concern for educational excellence and demand for accountability have spotlighted the quality of leadership in our nation's schools. Research has shown that administrative leadership is an important and often key factor in a school's educational effectiveness. Hence, the methods and procedures used to evaluate administrative performance are of major concern to educators, school boards, and the public.

Glen R. Robinson, 1985

Introduction

Persons in administrative positions will be evaluated annually. Specifically, those persons employed as Principals will be evaluated using the evaluation document entitled "Richmond Public Schools Administrative Evaluation Criteria" which would also include the "Administrator's Individual Plan" and the "Administrator's Annual Evaluation." This design is narrative and comprehensive in design.

The model presented in this document is judgement-based. It requires professional judgement on the part of the evaluator. The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the practicing administrator against outcomes specified by the state, school division, and site.

All other administrators will be evaluated utilizing the document entitled "Administrative/Supervisory Evaluation." This document is rating generated, but also utilizes individual objectives.

Evaluation Process

Evaluation is a two-fold process. It involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the evaluatee. More specifically, formative evaluation is continuous and cyclical. It focuses on improving the overall educational program. This process culminates with summative evaluation which serves as an end, an annual judgement of the administrative performance. It focuses on improvement of individual performance.

Evaluation Process (continued)

The entire process represents a collaborative effort in which the evaluator and the evaluatee design the focus of the evaluation, gather supportive data and draw conclusions based on the given data.

The evaluation procedure is both formal and informal. The formal procedure will include the following three steps: the initial conference, the interim review, and the annual evaluation. A description of each of these steps follows.

Initial Conference--

An initial conference will be conducted by the evaluator with the evaluatee prior to October 15. Using the examples of Administrative Evaluation criteria and supportive data, the evaluator and evaluatee will mutually define and discuss expectations. Additionally, they will develop a framework for management objectives and an individual plan. The individual plan or objectives will contain outcomes to be achieved during that school year. These outcomes should include personal and professional goals as well as goals and objectives that have been established for the state, school division, and the site's Individual Action Plan. The evaluatee will be responsible for the collection of supportive data regarding the plan.

Interim Review--

A minimum of one interim review will take place no later than February 15. Others may be conducted if deemed appropriate by the evaluator or at the request of the evaluatee. The review of examples of administrative criteria and supportive data may result in the revision of objectives, a reordering of priorities or a reassurance that performance is progressing as planned.

Annual Evaluation--

An annual evaluation will be conducted by the evaluator with the evaluatee by June 30. This evaluation reviews the individual plan or objectives and progress made toward meeting the goals described. As in the interim conference, the list of examples of administrative criteria and supportive data will be used to analyze, summarize and support the evaluator's judgement in determining the evaluatee's overall performance level. This assessment will be placed on the narrative summary with language supporting the level of performance indicated for Principals and on the rating design and narrative for remaining administrators. The outcome may be used for planning objectives for the next evaluation cycle.

Evaluative Responsibilities

The most important factor in any evaluative process is the individuals involved. To ensure an unbiased and meaningful evaluation of performance, the evaluation must be based on factual information. Therefore, individual performance will be evaluated as follows:

- Evaluator:** Immediate supervisor--Collects information based on clinical observations, documents provided by the evaluatee, and anecdotal records of conversations.
- Reviewer:** Next higher supervisor in the organization's structure--Examines level recommendation, including narrative and supportive data; approves or denies, with notations for re-evaluation if requested or required.

Please note that administrative positions are only tenured as teachers and consequently are not automatically renewed. In addition, administrators serve at the discretion of the Superintendent and are subject to reassignment or transfer. School-based administrators are also subject to state certification requirements.

Appendix B

Administrator Evaluation Criteria and Performance Indicators (Principals, Assistant Principals, and Central Office Instructional Personnel) Virginia Department of Education Suggested Guidelines

Planning and Assessment

The administrator effectively employs various processes for gathering, analyzing, and using data for decision making.

Sample Performance Indicators:

The administrator...

- applies current research related to effective techniques for gathering data from individuals, groups, and programs.
- gathers and analyzes data on student academic achievement through standardized test results and other student performance sources.
- identifies strengths and weaknesses in programs and practices to facilitate continuous improvement.
- applies and communicates statistical findings.
- plans and implements changes in programs and/or curricula based on data.
- conducts annual analyses of school's test and subtest scores by grade and discipline.

The administrator collaboratively develops and implements a school improvement plan that results in increased student learning.

Sample Performance Indicators:

The administrator...

- ensures the development and implementation of a biennial school plan approved by the superintendent.
- works collaboratively with faculty and staff to develop a vision and mission consistent with the division strategic plan.
- supports the mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- works collaboratively to develop long- and short-range goals and objectives consistent with needs assessment data.
- evaluates the effects of changes on student achievement and provides feedback on goal achievement and needs for improvement.
- keeps abreast of current literature regarding school reform.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

The administrator plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement in the Standards of Learning.

Sample Performance Indicators:

The administrator...

- demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements.
- articulates curricular goals and objectives to staff and other stakeholders.
- assists with the development of a comprehensive curriculum utilizing goals and objectives in alignment with the Standards of Learning.
- works with staff to plan, implement, evaluate, and revise the curriculum on a systematic and ongoing basis.
- demonstrates knowledge of and applies current research related to best practices in curriculum and instruction.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.
- implements division testing program for students.
- uses varied assessment data to ensure that instructional programs are responsive to students' academic needs.

The administrator develops plans for effective allocation of fiscal and other resources.

Sample Performance Indicators:

The administrator...

- meets and works collaboratively with appropriate staff to determine budget needs and priorities.
- prioritizes budget requests to meet the needs of assigned curriculum/program(s).
- meets and works collaboratively with appropriate staff to determine priorities for effective allocation of space as well as human and other resources.
- monitors and assesses resource allocation.
- revises resource allocation plans based on implementation data.

Instructional Leadership

The administrator communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

Sample Performance Indicators:

The administrator...

- articulates a vision and works collaboratively to develop a mission and programs consistent with the division's strategic plan.
- emphasizes positive student achievement and continuous improvement.
- analyzes current academic achievement and teaching methods to make appropriate educational decisions and improve classroom instruction.

- monitors the delivery of appropriate remediation and intervention for students.
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders.
- commits resources to the achievement of the mission and goals.
- demonstrates strong motivation and high standards and models self-evaluation.
- communicates commitment to protecting academic instructional time.
- recognizes, encourages, and celebrates excellence among staff and students.
- demonstrates and applies knowledge of effective instructional models and strategies.
- identifies best instructional practices for student groups with identified needs.
- provides instructional resources, materials, training, and support to accomplish instructional goals.

The administrator selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

Sample Performance Indicators:

The administrator...

The administrator supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.

Sample Performance Indicators:

The administrator...

- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- meets and works with staff on a regular basis to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- monitors coordination of instructional programs with state and local standards.
- maintains and disseminates a current handbook of personnel policies and procedures.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records.
- evaluates instructional alignment with the Standards of Learning to ensure students' successful attainment of the knowledge and skills indicated.
- evaluates classroom practices and methods for improvement of instruction.

- provides support and resources for staff to improve job performance, and recognizes and supports the achievements of highly effective staff members.

The administrator provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Sample Performance Indicators:

The administrator...

- leads the development and implementation of a systematic professional development plan for individuals and for the school.
- involves school staff in identifying staff development needs based on student achievement data.
- provides staff development that supports effective instruction.
- shares knowledge and information about new, improved, or alternative methods of instruction and related issues.
- meets with instructional teams and teachers regularly to discuss ongoing school improvement efforts.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- disseminates information about conferences, course work, and membership in professional organizations.
- supports staff participation in internal and external professional development opportunities as appropriate.

The administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.

Sample Performance Indicators:

The administrator...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.
- delegates responsibility appropriately to staff members.
- maintains focus on school and division missions and goals.
- promotes an atmosphere of mutual respect and courtesy.

Safety and Organizational Management for Learning

The administrator maintains effective discipline and fosters a safe and positive environment for students and staff.

Sample Performance Indicators:

The administrator...

- ensures a safe, secure, orderly, clean, and attractive school environment.

- clearly communicates expectations regarding behavior to students, staff, and parents.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school division code of conduct and appropriate disciplinary procedures in a timely and consistent manner.
- establishes effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.
- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern, and high expectations to students, staff, and parents.
- recognizes students and staff for their academic, co-curricular, personal, and professional achievements.
- organizes schedule to keep time students are out of class to a minimum.
- monitors and provides supervision for all programs and activities.
- oversees the general maintenance, upkeep, and appearance of the school (building administrators only).
- monitors established routines and use of facilities on a regular and timely basis (building administrators only).

The administrator effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.

Sample Performance Indicators:

The administrator...

The administrator effectively coordinates the daily operation of the assigned area of responsibility.

Sample Performance Indicators:

The administrator...

- organizes staff to conduct daily routines efficiently, use space effectively, and ensure appropriate instructional time.
- publicizes routines and procedures through handbooks, orientation sessions, and other means.
- protects academic instructional time from unnecessary interruptions.
- follows federal, state, and local statutes, regulations, policies, and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- establishes and uses accepted procedures for receiving and disbursing funds.
- maintains records of receipts and disbursements of all funds handled.
- keeps staff informed about status of budget requests, equipment purchases, and materials ordered.
- monitors the efficient use of instructional resources.
- works with staff to establish an effective schedule for use of shared resources.
- accurately maintains personnel records.

- maintains current record of licensure, endorsement, and in-service training completed by staff.
- adheres to established evaluation schedules, timelines, and procedures.

The administrator demonstrates effective organizational skills to achieve school, community, and division goals.

Sample Performance Indicators:

The administrator..

- demonstrates and communicates a working knowledge and understanding of school division policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively, and follows task to completion.
- performs duties in an accurate and timely manner.
- maintains accurate student records to ensure that criteria for promotion/placement/instructional intervention are included.
- maintains accurate drop-out records to work towards drop-out prevention.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- maintains an acceptable work space.

Communication and Community Relations

The administrator promotes effective communication and interpersonal relations with students and staff.

Sample Performance Indicators:

The administrator..

- promotes a climate of trust within the school.
- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- models professionally appropriate communication skills, interpersonal relations, and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with classroom teachers, specialists, and administrators in promoting the division's mission and in communicating expectations.

The administrator promotes effective communication and interpersonal relations with parents and other community members.

Sample Performance Indicators:

The administrator..

- communicates school and division goals, objectives, and expectations to stakeholders.

- maintains visibility and accessibility to parents and the community.
- uses multiple modes of communication to notify stakeholders of issues, events, and useful information regarding curriculum and programs in a timely manner.
- clarifies collaborative roles of school and home in promoting student learning and meeting curricular goals.
- communicates evidence of progress toward goals and objectives.
- monitors the development and distribution of staff and student handbooks.
- uses acceptable written and oral language.
- models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the school-community.
- promotes the value of understanding and celebrating school and community cultures.

The administrator works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

Sample Performance Indicators:

The administrator...

- plans for and solicits parent and community member input.
- promotes the development of community partnerships.
- encourages parental and community involvement in promoting school goals.
- collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students.
- seeks grants and other community resources to support school goals.
- treats people with respect.

Professionalism

The administrator models professional, moral, and ethical standards as well as personal integrity in all interactions.

Sample Performance Indicators:

The administrator...

- relates to co-workers, customers/clients, and others in an ethical and professional manner.
- represents the school/office/program favorably in the school division/community.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions.
- maintains a professional demeanor and appearance appropriate to responsibilities.

The administrator works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.

Sample Performance Indicators:

The administrator...

- demonstrates flexibility and a collaborative attitude in supporting colleagues/work teams.

- supports the organization and advances the mission/goals.
- supports division-wide programs and activities and makes a positive contribution to the overall climate of the school and division.
- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of other administrators and community stakeholders in promoting and supporting district goals and services.

The administrator takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Sample Performance Indicators:

The administrator...

- participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.
- evaluates and identifies areas of personal strength and weakness related to professional skills and their impact on student learning.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in one's own field of professional specialization.
- comprehends and applies current research of educational issues, trends, and practices.
- networks with colleagues to share knowledge about effective educational practices and to

improve and enhance administrative knowledge, skills, and organizational success.

- maintains proper licensure and certification.

The administrator provides service to the profession, the division, and the community.

Sample Performance Indicators:

The administrator..

- serves on division, state, and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates, and presents at local, state and/or national conferences.
- supports and participates in efforts to align school and division goals and activities with community endeavors.

EVALUATION

FORMS

**RICHMOND PUBLIC SCHOOLS
ADMINISTRATOR'S INDIVIDUAL PLAN**

Evaluatee: _____ Position: _____

Social Security No.: _____ Location: _____

School Year: _____ Date: _____

Evaluator: _____ Title: _____

INDIVIDUAL PLAN

(Plan resulting from the initial conference between the evaluator and evaluatee; components should include consideration of the unique situations anticipated in the coming year, the administrator's job description, performance goals, objectives, and strategies for meeting the objectives, and methods of data collection and measurement.)

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

**RICHMOND PUBLIC SCHOOLS
ADMINISTRATIVE EVALUATION CRITERIA**

Evaluatee: _____ Position: _____
Social Security No.: _____ Location: _____
School Year: _____ Date: _____
Evaluator: _____ Title: _____

INSTRUCTIONS: Provide supporting data, in writing, consisting of specific evidence of behaviors, events, and examples of performance this year for each of the administrative competencies (printed in bold-face type) under the domains, as appropriate to each administrator's assignment. The performance indicators listed under each competency provide examples that describe a range of administrative roles and behaviors. For the "Performance Assessment" section of the instrument, analyze the supportive data and provide an overall narrative evaluation of the administrator's performance relative to the evaluative criteria.

ADMINISTRATION

- I. Establishes and Maintains an Effective Organization.** (Examples would include: Observes staff performance frequently and provides feedback appropriate for improving performance; develops and implements statements of philosophy, mission, goals, and objectives, as appropriate, for the schools, departments, and projects; develops and maintains a variety of creative operational patterns which are consistent with the goals and objectives of the school, department, and school division; develops and implements systems for handling routine details and daily operations.)

Supportive Data

- II. Communicates Effectively Orally and in Writing.** (Examples would include: Selects appropriate means to communicate with staff, students, parents, and/or the community; interprets and synthesizes information in writing; makes presentations that are clear and concise; establishes systems for regular communication with staff, students, parents, and/or the community; prepares reports that are timely, clear, and accurate; displays consistency, patience, and understanding in all communication.)

Supportive Data

III. Manages Conflict Effectively. (Examples would include: Respects the opinions of others; uses effective techniques to resolve conflicts and concerns; considers all sides in conflicts; acts expeditiously to resolve developing problems; develops a system to monitor developing concerns and issues; recognizes and responds to deteriorating conditions, relationships, and situations.)

Supportive Data

IV. Complies With Policies and Directives. (Examples would include: Performs within job specifications; demonstrates knowledge of policies; follows procedures in a timely fashion.)

Supportive Data

MANAGEMENT

I. Uses Sound Judgment in Decision Making. (Examples would include: Takes appropriate action to effect program improvement; makes decisions that are consistent with policies of the school, department, and school division; involves staff, students, parents, resource personnel, and/or the community in decision making, as appropriate.)

Supportive Data

II. Uses Effective Problem Solving Techniques. (Examples would include: Uses analytical approach to problems; develops timely and effective solutions to problems; develops and implements alternative approaches to problems.)

Supportive Data

III. Manages Tasks Effectively. (Examples would include: Follows tasks through to completion; uses time efficiently; maintains an order of priorities that is consistent with school, department, and school division goals; meets deadlines.)

Supportive Data

IV. Manages Physical Resources Effectively. (Examples would include: Maintains records and inventories of materials, supplies, and equipment; takes action to maintain equipment in operating order; develops and implements security plans; maintains a safe, secure, clean, and orderly environment for working and learning.)

Supportive Data

V. Demonstrates Fiscal Responsibility. (Examples would include: Plans for budget development by formulating budget requests; conducts systematic processes which involve staff and other appropriate resource personnel [i. e., community and central office support] in developing budget priorities; develops a budget document that reflects goals and objectives of the division and the school/department; adheres to the established budget time line of the school division; monitors the appropriate use of funds by comparing voucher requests with balances on expense summary and activity sheets; maintains accurate balances on expense summary and activity sheets; allows no deficit spending.)

Supportive Data

VI. Plans Effective Instructional and/or Operational Programs. (Examples would include: Develops realistic goals; uses assessment data to plan program improvement; provides for alternative options; selects staff using program, school, and school division goals, objectives, and needs as guidelines; develops appropriate training and/or professional growth activities.)

Supportive Data

- VII. Implements Effective Instructional and/or Operational Programs.** (Examples would include: Develops directives which guide efficiency of day-to-day operation of the schools, departments, and/or projects; develops schedules which indicate mastery of scheduling concepts; sets reasonable deadlines for work completion; maintains and communicates high performance expectations for staff, students, parents, and/or the community.)

Supportive Data

- VIII. Supervises and Evaluates Staff, Programs, and/or Instruction.** (Examples would include: Monitors progress toward program goals; identifies appropriate staff development needs; evaluates program outcomes; uses appropriate personnel to complement the evaluative process; updates, as necessary, staff performance parameters; restructures organizational patterns as necessary; documents and maintains records of staff and program performance.)

Supportive Data

LEADERSHIP

- I. Fosters Staff Involvement.** (Examples would include: Develops and implements standards for staff participation in school, department, and/or school division activities; incorporates staff input in planning instructional/operational programs; encourages interchange of ideas among staff; keeps staff informed of activities and developments; supports staff members in the performance of their duties; delegates duties, responsibilities, and functions where appropriate.)

Supportive Data

- II. Builds Morale and *Esprit de Corps*.** (Examples would include: Presents policies and procedures to staff in a positive manner; encourages staff, resource personnel, and community participation in school, department, and school division activities; practices active listening; creates and maintains positive relationships with and among staff, students, parents, and/or the community; participates in or attends job related activities; sets an example of professional integrity for staff; responds promptly to individual or groups needs; interacts with groups to promote positive outcomes; encourages willingness of staff to accept responsibility; is accessible to staff, students, parents, and/or the community.)

II. Builds Morale and *Esprit de Corps* (Continued).

Supportive Data

III. Uses Staff Effectively and Appropriately. (Examples would include: Identifies and addresses strengths and weaknesses of staff; provides on-going professional growth activities for staff.)

Supportive Data

HUMAN RELATIONS

I. Models Interpersonal Skills. (Examples would include: Uses effective techniques in establishing and maintaining interpersonal relations; encourages problem sharing; demonstrates sensitivity to the feelings of others and responds accordingly.)

Supportive Data

II. Inspires Trust. (Examples would include: Works with staff to create an environment conducive to productivity; relates professionally to diverse personalities; fosters and maintains respectful working relations with staff, students, parents, and/or the community.)

Supportive Data

III. Recognizes and Rewards Performance. (Examples would include: Develops a plan for recognizing performance; communicates recognition of performance.)

III. Recognizes and Rewards Performance (Continued).

Supportive Data

- IV. Establishes and Maintains Open Lines of Communication.** (Examples would include: Conveys ideas, policies, goals, objectives, and other information to staff, students, parents, and/or the community and processes feedback from them; encourages internal communication; establishes and maintains good public relations; encourages and uses community resources; receives and disseminates information systematically.)

Supportive Data

PERSONAL QUALITIES

- I. Manages Stress Effectively.** (Examples would include: Demonstrates self-control; solves problems under pressure; resolves conflicts while maintaining objectivity.)

Supportive Data

- II. Maintains and Displays Standards for Professional Integrity.** (Examples would include: Recognizes matters in which confidentiality is necessary; respects confidences; accepts and supports system mandates.)

Supportive Data

- III. Maintains and Displays Standards for Personal Integrity.** (Examples would include: Demonstrates responsibility; sets an example for others to follow; maintains self-discipline; accepts constructive criticism.)

III. Maintains and Displays Standards for Personal Integrity (Continued).

Supportive Data

- IV. Displays a Positive Attitude.** (Examples would include: Maintains a sense of humor; demonstrates enthusiasm; demonstrates flexibility and adapts to change; demonstrates initiative and creativity.)

Supportive Data

- V. Values Work Ethics.** (Examples would include: Demonstrates punctuality; uses professional judgement; follows through on responsibilities; creates a favorable impression as a representative of the school division.)

Supportive Data

PROFESSIONAL GROWTH

- I. Demonstrates a Commitment to Continuing Education.** (Examples would include: Addresses own professional needs; enhances competence in position and maintains certification, if required; remains abreast of current and innovative trends in profession; participates actively in conferences, seminars, and other staff development activities; disseminates and uses information gained from attendance at conferences, seminars and other staff development activities.)

Supportive Data

- II. Holds Professional Memberships.** (Examples would include: Belongs to and participates in professional organizations; shares with organizational and divisional leadership information gained from professional affiliations.)

II. Holds Professional Memberships (Continued).

Supportive Data

PERFORMANCE ASSESSMENT

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

**RICHMOND PUBLIC SCHOOLS
ADMINISTRATOR'S ANNUAL EVALUATION**

Period Covered: _____ to _____

Name: _____ **Soc. Sec. #:** _____

Position: _____ **School/Dept.:** _____

NARRATIVE SUMMARY

EVALUATEE'S COMMENTS

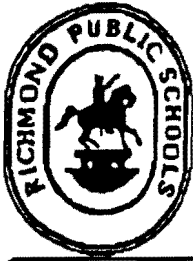
Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

REVIEWER'S COMMENTS

Reviewer's Action: Approved Denied

Signature: _____ Date: _____



ADMINISTRATIVE/SUPERVISORY EVALUATION

PAGE 1 OF 2

Name		Social Security No.	
Position		Location	
Evaluator	Title	School Year	

R = Ratings
EE = "EXCEEDS EXPECTATIONS"
ME = "MEETS EXPECTATIONS"
NI = "NEEDS IMPROVEMENT"
U = "UNSATISFACTORY"
NA = "NOT APPLICABLE"
NO = "NOT OBSERVED"

R **I. PERSONAL QUALITIES**

- Demonstrates emotional stability.
- Recognizes own strengths and limitations.
- Accepts constructive suggestions and adapts to change.
- Shows sustained effort and enthusiasm in the quality and quantity of work accomplished.
- Listens understandingly.
- Communicates effectively using standard oral and written English.

R **II. HUMAN RELATIONS**

- Establishes a climate of trust and security for students and staff.
- Respects the rights of students, parents, faculty, staff and associates.
- Handles individual relationships tactfully and with understanding.
- Accepts the dignity and worth of individuals without regard to appearance, race, creed, sex, or social status.

R **III. INSTRUCTIONAL LEADERSHIP**

- Develops, initiates, and maintains an effective instructional program which implements the goals and objectives of the school system.
- Provides for effective use of curriculum materials, instructional supplies and equipment.
- Provides for and promotes effective meetings and in-service training sessions for employees under his/her direction.
- Evaluates systematically the instructional program and uses the results for continuous program improvement.

R **IV. PROFESSIONAL COMPETENCIES AND GROWTH**

- Keeps abreast of new developments in education.
- Pursues a planned program of professional growth.
- Demonstrates competencies in area of expertise.

R **V. SCHOOL COMMUNITY RELATIONS**

- Interprets school/department program to community.
- Demonstrates a sense of loyalty to the school system and its role in the community.
- Develops a structured and systematic plan for the citizen participation in educational planning, policy-making, problem-solving, and evaluation of school/department.
- Develops a clear and effective two-way system of communication between the school/department and community.

R **VI. GENERAL ADMINISTRATION**

- Complies with policies of school and/or school division.
- Develops and implements systematic business procedures (manages available funds wisely; provides correct administrative information as needed; maintains accurate records).
- Ensures that authority and responsibility for each individual under his/her supervision are clearly understood.
- Delegates authority effectively.
- Recognizes situations which need improvement.
- Uses sound judgment in making decisions.
- Meets deadlines promptly.
- Interviews, selects, assigns, and evaluates personnel appropriately.

COMMENTS - EVALUATOR

SIGNATURE OF EVALUATOR _____ DATE _____

COMMENTS - EVALUATEE

SIGNATURE OF EVALUATEE _____ DATE _____

NOTE: The signature of the evaluator indicates that he has read this document and has knowledge of its contents.

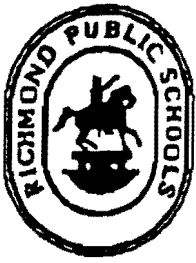
Review Required/Requested Yes No

EVALUATION: Affirmed Denied

SIGNATURE OF REVIEWER _____ DATE _____

SUBMIT EVALUATIONS FOR REVIEW IN WHICH THERE IS DISAGREEMENT BETWEEN EVALUATOR AND EVALUATEE OR IN WHICH THERE ARE FOUR OR MORE "NEEDS IMPROVEMENT" AND/OR "UNSATISFACTORY" RATINGS. THE EVALUATEE CAN REQUEST A REVIEW.

ALL RATINGS OTHER THAN "ME" REQUIRE EVALUATOR COMMENT.



**ADMINISTRATIVE/SUPERVISORY
PERSONNEL EVALUATION**

PAGE 2 OF 2	
EVALUATEE	YEAR

Administrators will undertake at least three objectives annually in relation to School Board goals. Objectives should identify desired results, conditions under which activity will occur, time frame, and how attainment of objectives will be determined. Example: Objective #1--To develop a common informal reading inventory system with the faculty in a series of workshops to be held in the fall. The objective will be considered to be attained upon completion of the design, development, and testing of the materials and adoption by the faculty.

EVALUATEE OBJECTIVES AND STRATEGIES FOR COMPLETION

EVALUATOR APPROVAL	
----- Signature	----- Date

YEAR END STATUS FOR EACH OBJECTIVE WITH MEASURED OUTCOMES

EVALUATORS COMMENTS IN RELATION TO OBJECTIVES



A Publication of Richmond Public Schools
Richmond, Virginia

In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of the City of Richmond, the Richmond Public Schools does not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services. The Richmond Public Schools operates equal opportunity and affirmative action programs for students and staff. The Richmond Public Schools is an equal opportunity/affirmative action employer. The Title IX Officer is Ms. Angela C. Lewis, Clerk of the School Board, 301 N. 9th St., Richmond, VA 23219-1927, (804) 780-7716. The Section 504 Coordinator is Mr. Harley Tomey, Director of Exceptional Education and Student Services, 301 N. 9th St., Richmond, VA, 23219-1927, (804) 780-7911. The ADA Coordinator is Ms. Valarie Abbott Jones, 2015 Seddon Way, Richmond, VA 23230-4117, (804) 780-6211. The United States Department of Education's Office of Civil Rights may also be contacted at 550 12th Street SW, PCP-6093 Washington, DC 20202, (202) 245-6700.

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