

**Radford City Schools**  
**Administrator's Evaluation Handbook**



**PERFORMANCE EVALUATION COMMITTEE  
Spring 2006**

Ken Alderman	Belle Heth Elementary School	Principal
Mike Brown	Radford High School	Teacher - Drafting
Karen Deluca	McHarg Elementary School	Teacher- Kg
Rex Gearheart	Radford High School	Assistant Principal
Dr. Mark Y. Lineburg	Radford High School	Principal
Kim Lockett	Belle Heth Elementary School	Teacher – Grade 5
Larry Price	McHarg Elementary School	Principal
Dr. B. Keith Rowland	Central Office	Director of Elem. Ed.
Jeff Smith	Dalton Intermediate School	Principal
Rita Weimer	Dalton Intermediate School	Teacher - Math

**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 April 10 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.

<b>Evaluation Year</b>	<b>Date to be completed</b>
Administrator establishes and submits Instructional and Professional Performance Goals to their evaluator	May 30
Evaluator reviews each administrator's Instructional and Professional Performance Goals	June 1- August 1
Evaluator conferences with the administrator	August 30
Evaluator conducts formal conference with the administrator	November 30
Evaluator conducts formal conference with the administrator	March 15
Administrator completes self evaluation	March 31
Evaluator completes Summative Evaluation Form for Administrators	April 10

### Rating Scale

<b>Exemplary Expectations</b>	Performance is exemplary the entire instructional day	Must present documentation to supervising administrator
<b>Exceeds Expectations</b>	Performance is above required expectations and standards	
<b>Meets Expectations</b>	Performance meets expectations and administrative competence.	
<b>Needs Improvement</b>	Performance needs improvement	Mentoring required
<b>Unsatisfactory</b>	Performance is not acceptable	Growth plan required

# Appendices

**Appendix A**  
**RADFORD CITY SCHOOLS**  
**PERFORMANCE GOALS FORM**

Administrator:

School:

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)**

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**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 May 30. 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 September 15 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.

**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. A conference will be held semi-annually in the months of November and March.

**Rating:**

- (EE) Exemplary Expectations:** Performance is exemplary the entire instructional day.
- (E) Exceeds Expectations:** Performance is above required expectations and standards.
- (M) Meets Expectations:** Performance meets expectations and administrative competence.
- (N) Needs Improvement:** Performance needs improvement.
- (U) Unsatisfactory:** Performance is not acceptable.
- (NA) Not Applicable:**

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

Administrators Performance Evaluation  
Radford City Schools

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

Comments:

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

Comments:

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

Comments:

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

Comments

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

Comments:

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

Comments:

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

Comments:

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<b>Special Assignments</b>	<b>Evaluator</b>	<b>Self</b>
Serves as Director of Technology.		
Serves as Director of Elementary Education.		
Serves as Director of Secondary Education.		
Serves as Director of Career and Technical Education.		
Serves as Director of Special Education.		
Serves as Director of Testing.		
Serves as Director of School Nutrition.		
Serves as Director of Transportation.		
Supervises and monitors federal programs.		
Willingly accepts and performs special assignments by Superintendent.		
Participates in the design and organization of the division's six-year plan.		
Participates in the professional growth activities.		
Accepts constructive criticism.		
Maintains enthusiasm for the job.		
Accepts administrative decisions and works enthusiastically toward achieving goals even when not in conformance with personal opinion.		
Personal appearance is neat.		
Demeanor is appropriate.		
Speaks clearly in a well-modulated voice.		
Uses correct written and oral English (spelling and grammar, etc.).		
Works effectively with others.		
Exhibits patience, tact, kindness, courtesy, understanding, open-mindedness and flexibility in dealing with problems, both student and adult.		
Is professional and discreet in discussing all school business and personnel.		
Demonstrates emotional and mental maturity.		
Continues professional growth through steady attendance at appropriate conferences and professional memberships.		
Adjusts to change in procedure effectively and is receptive to new ideas.		
Accepts responsibility.		
Is dependable.		

Comments:

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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: \_\_\_\_\_