EVALUATION

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## GENERAL PROVISIONS

* The Board of Education, through its power derived from the General School Laws, is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the Superintendent the function of establishing and implementing a systematic program of selection, assignment, and assessment of all personnel.
* The Board of Education is determined that each pupil enrolled in its schools be provided high quality instruction. Consistent with this goal is the expectation that each member of the administrative staff, given a reasonable degree of assistance, will effectively discharge the full responsibility of his/her assignment.
* If a member of the administrative staff, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities satisfactorily, the Board may invoke dismissal procedures or, if warranted, continue the member’s services for one year.
* These procedures shall not deprive an administrator of any rights provided by contractual agreement or by State law.
* Written record of all observations and conferences shall be maintained.
* Each administrator shall be given a copy of any documents relating to his/her performance, copies of which shall be placed in his/her personnel file. Administrators shall receive notice of any recommendations made regarding their status.
* Each administrator shall have the opportunity to append a written statement of his/her viewpoint to any evaluation to which he/she dissents. This statement may be attached to any evaluation placed in the administrator’s personnel file.
* It is important that positive as well as negative evaluations be placed in the administrator’s personnel file.
* The Board of Education administrative evaluation program aims at the early identification of specific areas in which the individual needs help in order to provide appropriate assistance.
* The Board of Education emphasizes self-appraisal as a basic part of the improvement of total effectiveness and encourages all administrators to complete a self-appraisal on a periodic and planned basis. Objective self-appraisal should stress the weighing of strengths and weaknesses in terms of the administrator’s concept of satisfactory service. The self-evaluation will not become part of the personnel file.
* If the administrator has not corrected the identified deficiencies after receiving reasonable assistance, all relative evaluation documents may be used in subsequent administrative action.

# GENERAL OBJECTIVES

* To strive continuously for the improvement of the total instructional support programs.
* To stress the importance of personal improvement on the part of individual administrators in order that each pupil may be provided a quality education.
* To insure the continuous improvement of administrative and supervisory services provided other administrators in the district.
* To establish a process of administrator evaluation that is continuous and systematic.

### SAMPLE EVALUATION SEQUENCE AND CALENDAR

Adapted, if necessary, to meet circumstances annually)

August 8 Beginning date of evaluation period

November 1 Distribution of forms

Continuous Data gathering

January 16 Completion of first draft of evaluation instrument. (Prior to conference with

individual administrator.)

February 1 Conference held with individual administrator

February 7 Final document prepared for signature

February 22 All evaluations submitted to Superintendent.

March 1 Recommendation submitted to Board of Education

Prior to April 1 Administrative appointments made by Board of Education

June 23 Final conference to evaluate goals/outcomes

Administrative Assessment S = Self E = Evaluator

**1. ABILITY TO GET THINGS DONE:**

How well does the administrator carry out the duties of the job?

**1.1**

Enforces positively and with conviction Board policies and District regulations.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**1.2**

Delegates authority and responsibility and checks on delegated tasks.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**1.3**

Organizes material for meetings.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**1.4**

Cooperates at the District level in supporting and/or organizing all programs.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**1.5**

Utilizes effective procedures for meetings.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**2. MANAGERIAL BEHAVIOR:**

How well is the administrator able to direct, guide, and supervise the people and facilities and equipment under his/her care?

**2.1**

Demonstrates skills in office management, procedures.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**2.2**

Demonstrates knowledge of budget management.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**2.3**

Demonstrates safety awareness for facilities and equipment.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**2.4**

Plans for efficient long and short range operation of facilities and equipment.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**2.5**

Identifies needs for proper maintenance of assigned facility and equipment.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**2.6**

Supervises appropriate use of the facilities and equipment by the community.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**3. ABILITY TO ESTABLISH PRIORITIES:**

Does the administrator have the ability to understand and establish clear priorities?

**3.1**

Demonstrates that quality of students is the highest educational priority.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**3.2**

Achieves balance between the role of manager and instructional leader.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**3.3**

Demonstrates that being of service is a key element in the role as an administrator.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**3.4**

Demonstrates the ability to balance District goals with job responsibilities.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**4. CURRICULUM DEVELOPMENT AND INSTRUCTIONAL SUPERVISION:**

Is the administrator’s depth and breadth of practical, technical, and academic knowledge sufficient?

**4.1**

Demonstrates knowledge of curriculum trends.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**4.2**

Is aware of curriculum needs.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**4.3**

Motivates and assists staff in setting curriculum objectives.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**4.4**

Demonstrates knowledge of effective teaching techniques.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**4.5**

Assists staff in selecting and evaluating educational materials.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**4.6**

Secures appropriate involvement of students, staff and community regarding curricular and/or instructional objectives.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**5. STAFF LEADERSHIP:**

How effective is the administrator in motivating people to accomplish objectives, utilize effective methods and accept administrative direction?

**5.1**

Provides appropriate praise and recognition for staff.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.2**

Uses discretion, respect, and consideration when discussing students, staff and community.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.3**

Determines staff assignments to insure an equal balance of instructional and service responsibilities.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.4**

Evaluates staff in terms of job responsibilities.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.5**

Provides clear and consistent direction for all staff.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.6**

Demonstrates resourcefulness in dealing with staff problems.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.7**

Promotes and supports staff initiative and innovation.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.8**

Seeks and recommends the best qualified candidates for staff positions.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.9**

Orientates and supports new staff.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.10**

Promotes self-improvement of staff members.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**5.11**

Uses a systematic program of visitation, evaluation and conferencing.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**6. STUDENT RELATIONS:**

Is the administrator effective in dealing with students and their concerns?

**6.1**

Participates in and secures student participation in activities.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.2**

Assists students in developing responsibility for their conduct.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.3**

Promotes students’ respect for the rights, properties and opinions of others.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.4**

Understands and respects students and their growth as individuals.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.5**

Maintains communications with students.

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.6**

Demonstrates fairness, firmness and consistency in handling student problems and conflict situations.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.7**

Acquaints self personally with students.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**6.8**

Promotes and models responsible mode of operation.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**7. COMMUNITY RELATIONSHIP:**

Does the administrator understand the community, demonstrating sensitivity and knowledge of all aspects?

**7.1**

Deals effectively with groups.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**7.2**

Secures effective utilization of human and community resources.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**7.3**

Maintains effective communication with the community.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**7.4**

Speaks and writes articulately and correctly.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**7.5**

Develops and utilizes procedures used in reporting to the community.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**7.6**

Demonstrates knowledge of community-based activities with educational value.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**7.7**

Represents the school system effectively within the community.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**8. PROFESSIONAL GROWTH:**

Does the administrator demonstrate the capacity and desire to broaden personal perspectives and background?

**8.1**

Demonstrates knowledge of professional literature and research material.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**8.2**

Benefits from constructive criticism.

Low Moderate High

|  |  |  |  |  |  |  |  |  |  |
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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**8.3**

Maintains membership and participation in professional organizations.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**8.4**

Practices and implements appropriate techniques of leadership.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**8.5**

Demonstrates professional growth through participation in workshops, conferences and graduate courses.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**9. INTERPERSONAL RELATIONS:**

Does the administrator display adaptability, consistency, and flexibility in relationships with other people?

**9.1**

Demonstrates patience, empathy and respect for others.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**9.2**

Treats people in an unbiased and impartial manner.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**9.3**

Works constructively to facilitate growth in others.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

**9.4**

Is honest and consistent in all dealings.

Low Moderate High

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| Importance to this position |  |  |  |  |  |  |  |  |  |
| Level of proficiency |  |  |  |  |  |  |  |  |  |
| Need for growth |  |  |  |  |  |  |  |  |  |

Additional Comments:

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**Individual Improvement Plan\***

|  |  |  |
| --- | --- | --- |
| Specific Goals | Activities to be Done to Achieve Goals | Indicators of Completed Goals |
|  |  |  |

\*A minimum of 3 Goals are required.

Selection must be made from 9 categories of this evaluation instrument..

Activities (Interventions) are unlimited.

Indicators (Assessment) must be specific and documented.

**GENERAL FINDINGS**

Recommended: Reappointment (extension of Contract) \_\_\_\_\_\_\_\_

Recommended: Reappointment with Condition \_\_\_\_\_\_\_\_

Recommended: Termination of Administrative Assignment \_\_\_\_\_\_\_\_

Accompanied by Directed Individual Improvement Plan \_\_\_\_\_\_\_\_

Placed on Individual Improvement Plan \_\_\_\_\_\_\_\_

# ADDITIONAL COMMENTS

**SIGNATURES:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature Date

I HAVE HAD THE OPPORTUNITY TO READ AND DISCUSS THIS EVALUATION:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature Date