

### Copy of Copy of Copy of Administrator Evaluation

This is the second evaluation of your building principal that you are being asked to fill out this school year. The first survey was designed to establish a baseline of data to reflect accomplishments and areas of need with respect to a series of critical areas necessary for a principal to be an effective leader in a school. This second survey is intended to measure the extent of growth that your principal has demonstrated throughout this school year in those same areas. Please remember that your anonymity is maintained through this electronic survey method. Thank you very much for your serious approach to this survey and for taking the time necessary to complete the process.

**This rating form is based on standards and rubrics for evaluating an administrator's performance.**

**If a rating of less than "meets standard" is given, an explanation must be provided in the comments box at the end of that particular section.**

**If you feel the administrator exceeds the "meets standard" category, examples must be provided in the comments box at the end of that particular section.**

#### What school are you evaluating the administrator for?

MDI High School



#### Question 1 - Leadership: An administrator provides leadership for an educational organization.

- Meets Standard: Works with individuals, families, and groups to facilitate teamwork, collegiality, and professional treatment of staff.
- Does Not Meet Standard: Seldom includes individuals and groups to facilitate teamwork and collegiality; professional treatment of staff is inconsistent.
- Unsatisfactory: Teamwork and collegiality are not evident in the school; does not treat staff professionally.
- N/A

#### Question 2 - Leadership

- Meets Standard: Provides direction, formulates plans, and sets goals to motivate students and staff toward achieving competency.
- Does Not Meet Standard: Provides inadequate direction in the formulation of plans, goal setting, and motivation of students and staff.
- Unsatisfactory: Does not provide direction, formulate plans, or set goals to motivate students and staff toward achieving competency.
- N/A

#### Question 3 - Leadership

- Meets Standard: Recognizes and acknowledges outstanding performance.
- Does Not Meet Standard: Does not consistently acknowledge outstanding performance.
- Unsatisfactory: Fails to recognize outstanding performance.
- N/A

#### Question 4 - Leadership

- Meets Standard: Provides leadership in achieving the school's goals.
- Does Not Meet Standard: Provides inconsistent leadership in achieving the school's goals.
- Unsatisfactory: Fails to provide leadership in achieving the school's goals.
- N/A

**Comments for Exceeds the Standard Regarding Leadership****Comments for Less Than Meets the Standard Regarding Leadership****Question 1 - Learning Environment: An administrator guides instruction and supports an effective learning environment.**

- Meets Standard: Guides and supports an effective learning climate based on high expectations for students and staff.
- Does Not Meet Standard: Efforts to establish a climate of high expectations for students and staff are inadequate.
- Unsatisfactory: Does not support a climate of high expectations.
- N/A

**Question 2 - Learning Environment**

- Meets Standard: Ensures use of effective methods and facilitates effective learning environment.
- Does Not Meet Standard: Efforts to guide and support the learning environment are inconsistent.
- Unsatisfactory: Fails to guide and support the learning environment.
- N/A

**Question 3 - Learning Environment**

- Meets Standard: Maintains appropriate and accurate school records to communicate student progress.
- Does Not Meet Standard: School records are incomplete, seldom used, and infrequently communicated.
- Unsatisfactory: School records are incomplete, inaccurate, and nonexistent.
- N/A

**Question 4 - Learning Environment**

- Meets Standard: Develops and supports instructional and auxiliary programs that

improve learning.

- Does Not Meet Standard: Efforts to develop and support the instructional and auxiliary programs for the improvement of learning are inadequate.
- Unsatisfactory: Instructional and auxiliary programs do not facilitate student learning.
- N/A

### Comments for Exceeds the Standard Regarding Learning Environment

### Comments for Less Than Meets the Standard Regarding Learning Environment

### Question 1 - Curriculum: An administrator oversees the implementation of curriculum.

- Meets Standard: Demonstrates knowledge of current curriculum design models that include standards.
- Does Not Meet Standard: Demonstrates incomplete knowledge of current curriculum models and content standards.
- Unsatisfactory: Lacks knowledge of or disregards current curriculum and standards.
- N/A

### Question 2 - Curriculum

- Meets Standard: Interprets, articulates, and oversees the delivery of district curriculum at the school level.
- Does Not Meet Standard: Efforts to interpret, articulate, and oversee district curriculum are inadequate.
- Unsatisfactory: District curriculum is not followed.
- N/A

### Question 3 - Curriculum

- Meets Standard: Facilitates alignment of materials, curriculum, methods, goals, and standards for student performance.
- Does Not Meet Standard: Inconsistently aligns materials, curriculum methods, goals, and standards for student performance.
- Unsatisfactory: Materials, curriculum, methods, goals, and standards are not aligned.
- N/A

### Question 4 - Curriculum

- Meets Standard: Promotes the use of technological developments as they affect

curriculum.

- Does Not Meet Standard: Inconsistently promotes technological developments that affect curriculum.
- Unsatisfactory: Fails to promote technology developments that affect curriculum.
- N/A

### Comments for Exceeds the Standard Regarding Curriculum

### Comments for Less Than Meets the Standard Regarding Curriculum

### Question 1 - Student Growth and Development: An administrator coordinates services that support student growth and development.

- Meets Standard: Implements and oversees student behavior and discipline procedures that support student growth and development and provide for the safe and orderly atmosphere of the school.
- Does Not Meet Standard: Implements and oversees behavior and discipline inconsistently or in a manner that does not support student growth and development. Attention to a safe and orderly atmosphere is inadequate.
- Unsatisfactory: Fails to oversee discipline and behavior. Atmosphere is disorderly and unsafe.
- N/A

### Question 2 - Student Growth and Development

- Meets Standard: Coordinates guidance, counseling, auxiliary, or outreach services for students.
- Does Not Meet Standard: Does not consistently coordinate guidance, counseling, auxiliary, or outreach services for students.
- Unsatisfactory: Fails to coordinate guidance, counseling, auxiliary, or outreach services for students.
- N/A

### Question 3 - Student Growth and Development

- Meets Standard: Responds to family requests for information, involvement in student learning, and outreach assistance.
- Does Not Meet Standard: Responds inconsistently to family requests and is inadequately involved in student learning and outreach.
- Unsatisfactory: Discourages family requests and involvement in student learning.

N/A**Question 4 - Student Growth and Development**

Meets Standard: Supports development and oversees implementation of comprehensive student activities that connect schooling with life.

Does Not Meet Standard: Activities that connect school to life are minimal or have not been implemented.

Unsatisfactory: No evidence that connections between school and life are promoted.

 N/A**Comments for Exceeds the Standard Regarding Student Growth and Development****Comments for Less Than Meets the Standard Regarding Student Growth and Development****Question 1 - Staffing and Professional Development: An administrator provides staffing and professional development to meet student learning needs.**

Meets Standard: Supervises staff to improve their performance; uses both collegial and hierarchical models, as appropriate.

Does Not Meet Standard: Supervision is inconsistent.

Unsatisfactory: Supervision is ineffective.

 N/A**Question 2 - Staffing and Professional Development**

Meets Standard: Works with staff to identify individual and group professional needs; designs appropriate staff development opportunities.

Does Not Meet Standard: Planning for staff development is not aligned with the needs of the staff and the district.

Unsatisfactory: Staff development is poorly planned or not emphasized.

 N/A**Question 3 - Staffing and Professional Development**

Meets Standard: Evaluates staff in a timely manner for the for the purpose of making recommendations about retention, and evaluations reflect high expectations for continued professional development.

- Does Not Meet Standard: Evaluations of staff for purposes of retention are inconsistent or untimely.
- Unsatisfactory: Ineffective efforts to hire staff based on student learning needs.
- N/A

**Question 4 - Staffing and Professional Development**

- Meets Standard: Coordinates the hiring of staff based on student learning needs.
- Does Not Meet Standard: Inconsistent efforts to hire staff based on student learning needs.
- Unsatisfactory: Ineffective efforts to hire staff based on student learning needs.
- N/A

**Comments for Exceeds the Standard Regarding Staffing and Professional Development****Comments for Less Than Meets the Standard Regarding Staffing and Professional Development****Question 1 - Assessment and Evaluation: An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.**

- Meets Standard: Uses district or state adopted tools and develops effective processes to gather information to meet program goals.
- Does Not Meet Standard: Processes used to gather information are unreliable or ineffective.
- Unsatisfactory: Processes are not used to gather information.
- N/A

**Question 2 - Assessment and Evaluation**

- Meets Standard: Uses information to evaluate student, school, and program goals, and implements change where appropriate.
- Does Not Meet Standard: Does not consistently use information to evaluate student, school, and program goals.
- Unsatisfactory: Misinterprets or fails to use information to evaluate student, school, and program goals.
- N/A

**Comments for Exceeds the Standard Regarding Assessment and Evaluation****Comments for Less Than Meets the Standard Regarding Assessment and Evaluation****Question 1 - Communication: An administrator communicates with diverse groups and individuals with clarity and sensitivity.**

- Meets Standard: Communicates and uses feedback with clarity, effectiveness, and sensitivity within the school and community.
- Does Not Meet Standard: Communication is unclear, ineffective, or insensitive to the needs of others; feedback is misinterpreted.
- Unsatisfactory: Communication and feedback are counterproductive to the educational process.
- N/A

**Question 2 - Communication**

- Meets Standard: Communicates a positive image of the school in the community and recognizes the influence of culture on communication.
- Does Not Meet Standard: Does not effectively communicate a positive image of the school; inconsistently demonstrates sensitivity to cultural influences.
- Unsatisfactory: Image of the school is negative, and there is a lack of sensitivity to community and cultural influences.
- N/A

**Question 3 - Communication**

- Meets Standard: Treats students and adults with respect.
- Does Not Meet Standard: Insufficient respect shown to students or adults.
- Unsatisfactory: Interaction with students or adults is negative, demeaning, sarcastic, or disrespectful.
- N/A

**Question 4 - Communication**

- Meets Standard - Is open to family comments and is responsive to family concerns.
- Does Not Meet Standard - Responds inconsistently to family concerns.
- Unsatisfactory - Family concerns are disregarded.
- N/A

**Comments for Exceeds the Standard Regarding Communication****Comments for Less Than Meets the Standard Regarding Communication****Question 1 - Laws, Policies, Procedures, and Good Business Practice: An administrator acts in accordance with established laws, policies, procedures, and good business practice.**

- Meets Standard: Administers and acts in accordance with federal and state laws and district policies.
- Does Not Meet Standard: Lacks knowledge of and acts inconsistently with regard to federal and state laws or district policies.
- Unsatisfactory: Does not comply with federal and state laws or district policies.
- N/A

**Question 2 - Laws, Policies, Procedures, and good Business Practice**

- Meets Standard: Administers contracts and financial accounts responsibly, accurately, and effectively.
- Does Not Meet Standard: Efforts to administer contracts and financial accounts are ineffective, inconsistent, or inaccurate.
- Unsatisfactory: Does not administer contracts and financial accounts.
- N/A

**Comments for Exceeds the Standard Regarding Laws, Policies, Procedures, and Good Business Practice****Comments for Less Than Meets the Standard Regarding Laws, Policies, Procedures, and Good Business Practice****Question 2 - Social, Cultural, Political, and Economic Forces**



- Meets Standard: Recognizes the appropriate level at which issues should be resolved and consistently takes necessary action.
- Does Not Meet Standard: Fails to recognize the level at which issues should be resolved; actions are ineffective.
- Unsatisfactory: Problems are not resolved at the appropriate level or actions taken are detrimental.
- N/A

### Question 3 - Social, Cultural, Political, and Economic Forces

- Meets Standard: Addresses ethical practices, acting with care and judgment and within appropriate time lines.
- Does Not Meet Standard: Inconsistently or reluctantly addresses ethical practices or does not meet appropriate time lines.
- Unsatisfactory: Fails to address ethical practices or does not act with care of judgment.
- N/A

### Comments for Exceeds the Standard Regarding Social, Cultural, Political, and Economic Forces

### Comments for Less Than Meets the Standard Regarding Social, Cultural, Political, and Economic Forces

### Question 1 - Parents and Families: An administrator facilitates the participation of parents and families as partners in the education of children.

- Meets Standard: Supports and respects the variety of positive parenting traditions and practices; respects and supports parent and family participation.
- Does Not Meet Standard: Support and respect of positive parenting traditions and practices is inconsistent; fails to encourage parent and family participation.
- Unsatisfactory: Positive parenting traditions and practices are not recognized.
- N/A

### Question 2 - Parents and Families

- Meets Standard: Ensures that teachers provide opportunities to engage families to assist in student learning.
- Does Not Meet Standard: Does not ensure that teachers and staff provide opportunities to engage families to assist in student learning.
- Unsatisfactory: Does not recognize the value of engaging families in student learning.

N/A

### Question 3 - Parents and Families

- Meets Standard: Involves parents and community in meaningful decision making that maintains school programs.
- Does Not Meet Standard: Inconsistently involves parents and community in meaningful decision making and in the maintenance of school programs.
- Unsatisfactory: Fails to involve parents and community in decision making and in the maintenance of school programs.
- N/A

### Question 4 - Parents and Families

- Meets Standard: Provides information to families in a timely manner to facilitate meaningful participation.
- Does Not Meet Standard: Information provided to families is not timely and does not facilitate participation.
- Unsatisfactory: Fails to provide information to families.
- N/A

### Question 5 - Parents and Families

- Meets Standard: Maintains a school climate that welcomes families.
- Does Not Meet Standard: Does not maintain a school climate that welcomes families.
- Unsatisfactory: School climate discourages family participation.
- N/A

### Comments for Exceeds the Standard Regarding Parents and Families

### Comments for Less Than Meets the Standard Regarding Parents and Families

In the remainder of this survey I am requesting a detailed response from you to a series of focused questions designed to provide feedback on several critical skills necessary for effective building leadership in your school. **Please take the time necessary to carefully, fully, accurately, honestly, and fairly answer each question. Please include references to specific examples that will help clarify the level of accomplishments demonstrated so far this school year and the remaining challenges confronting your building principal in each of the areas that are being measured:**

**1. Supervision and Evaluation: Please detail below your experience with the evaluation process this school year with regard to the expectations for the process relative to your year in the 5-year cycle as detailed in MDIRSS Supervision and Evaluation Process.**

### Supervision and Evaluation Timeline for Probationary Teachers

The importance of a teacher's first two years in a new assignment cannot be overstated. MDIRSS looks to retain individuals that improve the professional pool in the school and district. Probationary teachers are responsible for knowing the conditions of their employment and the supervision and evaluation procedures followed by MDIRSS administrators.

1. Administrators orient probationary teachers to the process outlined below at the beginning of their first year of employment.
2. Administrators inform new teachers of the differences in the roles of the support team/mentor (certification/CC) and the evaluation process (employment).
3. Administrators assess teacher performance using the 10 Teacher Standards Rubric.
4. Data for the summative evaluation are to be based on the following criteria:
  - A. A minimum of 3 formal observations during the school year. Two will occur prior to the December holiday vacation. One will occur by the end of February. All formal observations will include a post conference. During the second post conference the building principal will provide the teacher with a mid-point performance review based on the 10 Teacher Standards Rubric. At least one observation will be announced and will include a pre-conference.
  - B. Student feedback, seeking overall trends and patterns, will be solicited prior to January 15th. The administrator or designee will solicit student feedback without the teacher being present in the room. The administrator shall compile the results and share them with the teacher in a timely manner.
  - C. Office mails surveys to a representative sample of parents to gather feedback.
    - For self-contained classroom teachers, special education teachers and educational specialists, parent surveys will be mailed to all parents. A self-addressed, stamped envelope will be included.
    - For middle school, high school and specialists at least 20 random surveys will be mailed out. A self-addressed, stamped envelope will be included.
    - Surveys are collected, reviewed and compiled by the administrator and then shared in a timely manner with the teacher.
  - D. Informal/formal observations of the teacher in the school setting will be conducted by the principal or designee
  - E. In cases of probationary Special Education personnel, input will be provided by the MDIRSS Director of Special Services to the principal or designee.
  - F. Teacher may submit additional data for consideration by the principal.
5. By March 15th of each year the principal or designee submits to the superintendent a list of compelling reasons for granting in year one a contract for a second year or in year two of the probationary period a continuing contract, or submits a letter informing the superintendent of not recommending for rehire by March 15.
6. The principal will notify the teacher by March 15 of the employment recommendation that is being made to the superintendent.
7. All evaluation processes will be conducted according to contractual guidelines.

### Supervision and Evaluation Timeline for Continuing Contract teachers:

#### Year 1

##### September

Initial building-based cohort group meeting will be held

Teacher begins the self-assessment using the 10 Teacher Standards Rubric and her/his PCAP (formerly PRP) goals.

Teacher begins collecting documentation, including student work, that demonstrates goal attainment.

##### By January 31st

Initial formal observation by administrator with pre and post observation conferences

Conference with teacher to identify strengths and challenges and to establish action steps

##### By March 30th

Teacher shares with the administrator the self-assessment using the 10 Teacher Standards Rubric and her/his PCAP (formerly PRP) goals.

Student feedback, seeking overall trends and patterns, will be solicited prior to March 30th. The administrator or designee will solicit student feedback without the teacher being present in the room. The administrator shall compile the results and share them with the teacher in a timely manner.

Office mails surveys to a representative sample of parents to gather feedback.

- For self-contained classroom teachers, special education teachers and educational specialists, parent surveys

will be mailed to all parents. A self-addressed, stamped envelope will be included.

- For middle school, high school and specialists at least 20 random surveys will be mailed out. A self-addressed, stamped envelope will be included.
- Surveys are collected, reviewed and compiled by the administrator and then shared in a timely manner with the teacher.

By June 1st

A minimum of 1 additional unannounced observation with post conference.

Meet with the administrator and/or cohort group to review progress towards action steps.

Year 2 & 3

September

Administrator and teacher conference to review and update action steps and any relevant documentation which relates to PCAP (formerly PRP) goals (e.g. observation reports, student work, student, parent, and peer feedback, etc.)

September-June

OPTIONAL - Teacher selects a peer support person or participates in a cohort group for the purpose of collaborating on her/his action steps.

Year 4

September

Teacher updates self-assessment using the 10 Teacher Standards Rubric and her/his PCAP (formerly PRP) goals.

By January 31st

Initial observation by administrator with pre and post conferences

Review PCAP (formerly PRP) goals and progress towards goal attainment

By March 30th

Student feedback, seeking overall trends and patterns, will be solicited prior to March 30th. The administrator or designee will solicit student feedback without the teacher being present in the room. The administrator shall compile the results and share them with the teacher in a timely manner.

By June 1st

A minimum of 1 additional unannounced observation with post conference.

A summative evaluation will be completed, shared with the teacher and then filed in her/his personnel file.

Year 5

Teacher completes and submits recertification packet to the CC; for reference see CC Handbook or website at [http://su98xserver.u98.k12.me.us/U98/Joanne/Certification\\_Committee/MDIRSS.html](http://su98xserver.u98.k12.me.us/U98/Joanne/Certification_Committee/MDIRSS.html)

Empty text box for response.

**2. Familiarity with the instructional process: Please describe below to the best of your knowledge the level of frequency and the amount of time spent by your principal in conducting informal visitations to your classroom so far this school year.**

Empty text box for response.

**3. Instructional Leadership and engagement: If you are a member of a grade-level team at your school, please describe the frequency of attendance and level of engagement of your principal at these meetings up to this point in the school year.**

Empty text box for response.

**4. Public relations and visibility in the school community:** Relative to the other years that you have worked for your present principal, how would you describe the level of visibility at school-sponsored events that he has demonstrated during the last few months.

**5. Communications and issues resolution:** Relative to the other years that you have worked for your present principal, how would you describe the overall quality of the communications demonstrated to date as well as the level of follow-up, follow-through, and successful resolution in response to any issues that you have brought to the principal's attention?

## Additional Comments

**Overall warm feedback**

**Overall cool feedback**

**Submit later**

**Submit**

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**Submit later**

**Submit**

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