

Principal's Performance Appraisal

Principal:

Date: 09/20/2002

School:

Evaluation Period:

Evaluator: Bill Craig

Instructional Leadership

Consistent with statutory requirements, the majority of Mr. Smith's time as principal is devoted to instructional leadership. Most often this takes the form of systematic classroom observation followed by post-observation conferences. Emphasis is placed on how students were affected by the teacher's instructional effort and how that might be improved. Mr. Smith consistently demonstrates a strong understanding of the curriculum, instructional methods, and assessment techniques and does a good job relating this knowledge to teachers. Data describing student achievement is used well at Mr. Smith's school and plays a central role in creating goals for school improvement each year.

Quality indicators.

- | | |
|-----|--|
| N/A | Completes summative evaluations of all employees according to District policy. |
| N/A | Demonstrates broad understanding of curriculum, instructional methods, and assessment. |
| N/A | Systematically uses appropriate data for school improvement. |
| N/A | Guides the faculty in the improvement of individual instructional practices. |
| N/A | Establishes and fulfills appropriate goals for school improvement annually. |

School Governance

Mr. Smith routinely consults affected staff members prior to making decisions that may impact them. Consensus building, a hallmark of Mr. Smith's governance style, has been exemplified in the annual development of the ISBE required school improvement plan which has been implemented faithfully. Consensus building has also been instrument in Mr. Smith's administration of the site budget which is treated as an expression of the priorities of the school. Employee morale at Mr. Smith's school seems to be good, with staff concerns relatively few in number and minor in their impact.

Quality indicators.

- | | |
|-----|---|
| N/A | Seeks input from staff prior to making decisions that affect them when appropriate. |
| N/A | Employs consensus building to gain broad based support for site initiatives. |
| N/A | Involves teachers in the development of an annual plan for school improvement. |
| N/A | School improvement plan implemented annually to good effect. |
| N/A | Employee concerns or conflicts are resolved promptly or referred to appropriate venue for solution. |
| N/A | Budgeting and purchasing practices express the priorities of the district. |

Administrative Responsibilities

Mr. Smith skillfully prioritizes time to allow for the successful completion of tasks assigned as "other duties." Demonstrating a year-round commitment, Mr. Smith has paid particular attention to the completion of goals expressed by the Board of Education in its Strategic Plan. Additionally, Mr. Smith has represented the district professionally as liaison to other agencies with whom it has intergovernmental agreements. As often happens with skillful principals, Mr. Smith fulfills certain central office functions, with grant administration and facilities worthy of special mention.

Quality indicators.

- | | |
|-----|---|
| N/A | Represents the district well in its intergovernmental agreements. |
| N/A | Effectively fulfills the Business Plan / Strategic Plan |
| N/A | Year-round commitment |
| N/A | Professional behavior |
| N/A | Grant administration |
| N/A | Facilities management |

Student Advocacy and Program Development

Mr. Smith consistently demonstrates a strong understanding of developmental psychology and child development appropriate to students at this site. Sincere, empathetic attention to differentiated instruction for special education, regular division, and academically talented students is the result. Mr. Smith's efforts to provide appropriate programs for students is reflected by strong efforts to provide a solid core curriculum, a diverse elective offering, and a balanced program of extra-curricular activities.

Quality indicators.

N/A	Demonstrates clear understanding of developmental psychology and child development.
N/A	Sincere and empathetic in advocacy for students.
N/A	Committed to accommodations for special education students.
N/A	Attentive to the needs of regular division students.
N/A	Advocate for academically talented and advanced placement students.
N/A	Holds high standards for student performance in core curricular areas.
N/A	Prioritizes school resources to provide diverse elective course offerings.
N/A	Advocates gender balanced offering of athletic and non-athletic activities for students.
N/A	Recommends textbook review and adoption to the Board of Education.
N/A	Recommends periodic review and improvement of the curriculum in all areas.

School Improvement, Recognition, and Accreditation

Mr. Smith models a personal commitment to school improvement through Administrator's Academy activities. The creation and fulfillment of the local school improvement plan seems to reflect a commitment to the school. Strong student achievement at this school reflects attention to the Illinois Standards.

Quality indicators.

N/A	Attends to the fulfillment of ISBE requirements for recognition and accreditation.
N/A	Creates and fulfills a local plan for school improvement annually.
N/A	Fulfills North Central Association requirements for standards and improvement annually.
N/A	Observes all requirements of Document 1 - Illinois Administrative Code
N/A	Emphasizes formative improvement through teacher observations and evaluations
N/A	Completes Administrator's Academy requirements in a professional, timely manner.
N/A	Demonstrates solid understanding of appropriate statutes and Board policy in daily operations.

Management Style

The faculty and staff see Mr. Smith firm, fair, and consistent. The office projects a neat, orderly appearance that suggests attentiveness to detail. While keeping an eye on the "big picture" and district priorities, Mr. Smith seems to treat staff concerns as important and aides in the resolution of those concerns. Consistently requesting input and recommendations from the faculty and staff, Mr. Smith's style has been described as one of "encouraging."

Quality indicators.

N/A	Presents a neat, orderly appearance personally and throughout the office.
N/A	Subordinates personal concerns to those of the staff and those of the district.
N/A	Is firm, fair, and consistent in dealings with staff, students, and the public.
N/A	Seeks input from all appropriate sources and uses it where possible.
N/A	Consistently encourages the pursuit and application of best practices by all employees.

Commendations

Recommendations

Bill Craig
Superintendent

Date

I have discussed the information contained in this document with my Superintendent and was given the opportunity to ask questions about its content.

Principal

Date