

**A.G.B.U. Alex and Marie Manoogian School**

**Employee Performance Evaluation Form – For FY \_\_\_\_\_**

**Name \_\_\_\_\_ Position of Principal \_\_\_\_\_**

**Date \_\_\_\_\_ Supervisor: Dr. Richard Marburger and School Board**

**Purpose of Performance Appraisal:**

The purpose of an appraisal is to provide information that will assist each of us in performing our duties in a more competent manner. It enables an employee, the supervisor, and the School Board to have a clear and realistic understanding of what is expected of the employee and the level of performance he/she should strive towards.

The evaluation form will focus on four major elements that provide the basis for evaluation of principals. The evaluation will be based on these principles:

- **Instructional Leadership—Focuses on what students need to learn**
- **Assessment and Evaluation—Uses data to inform instruction**
- **Organizational Leadership—Collaborates on how to teach it**
- **Managerial Leadership—Builds personal relationships**

Each principal is requested to provide a summary description (maximum length of two pages) of her/his accomplishments in FY \_\_\_\_\_ prior to any discussions.

The Board will meet with each principal individually to discuss the evaluation and to discuss goals for the next year.

**1. Instructional Leadership – Demonstrates the ability to influence the instructional program in positive ways**

**A. Visionary Leadership**—Demonstrates the ability to develop, articulate, and use a vision of excellence that is a shared vision between faculty and staff and peers. Places a high value on academic excellence, supporting and developing effective teachers.

\_\_\_ Communicates effective vision of excellence.

**B. Curriculum Design and Development**—Demonstrates the ability to ensure that the curriculum is designed to promote high student achievement. Ensures that there is appropriate alignment between curriculum of the school and the state's standards, allowing for students with exceptional needs.

\_\_\_ Very knowledgeable about the curriculum in order to lead the faculty.

**C. Instruction Effectiveness** – Manages time to be an instructional leader as a priority.

\_\_\_ Observes teachers, provides feedback, and also encourages teacher expertise is developed and shared.

\_\_\_ Plans professional development to support school's improvement needs and to improve teachers' strengths; arranges for teachers to teach on their strengths.

**2. Assessment and Evaluation—Demonstrates a commitment to using information to promote sound instructional practices by monitoring student achievement throughout the year, using both classroom and testing data to assess progress. Assessment results are reported to faculty, to students, to parents, and the Board in a timely manner.**

A. Use of Data-- Data is used to identify strengths and weaknesses in academic achievement, making adjustments to curriculum as necessary.

B. Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching.

**3. Organizational Leadership—Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations for performance of teachers and students. Incorporates moral / ethical leadership in making difficult decisions. Accepts responsibility for school outcomes.**

A. **Climate** – Promotes and provides a climate for learning that is safe and orderly. Shows respect for peers and teachers as professionals.

B. **Empowerment** – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. Involves stakeholders in decisions affecting the school.

C. **Communications** – Ensures commitment through practice the maxim that "knowledge is power," to be shared and distributed to others.

\_\_\_ Keeps staff, students, parents, and School Board informed about the school and its functions

\_\_\_ Stays well informed about professional issues and shares this information with staff, students, parents, and the School Board

**4. Managerial Leadership – Effective schools require good management and good leadership. Effective management ensures that the operational processes in the school are effective and efficient.**

A. **Law and Policy** – Ensures that established policies and procedures are in place and enforced equitably for all participants in the school. Understands and enforces both law and policy consistently.

\_\_\_ Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, board policy, and state law and policy.

B. **Financial Management** – Understands the fiscal personnel resources available to the school and uses them wisely.

C. **Staff Management** – Understands how to select, develop, evaluate and retain personnel who assist the school in accomplishing its purposes and mission.

\_\_\_ Uses sound and effective principles for selecting new staff; insures that new hires are properly brought into the school's culture successfully; helps new teachers gain expertise and confidence in their teaching. Uses specific guidance and performance evaluation as ways to help both new and experienced teachers improve and grow professionally.

D. **Student Behavior Management**—Ensures that the school manages student conduct to facilitate maintenance of a safe and orderly school climate. Monitors a safe school plan, anticipates potential trouble spots, and deals with them in advance.

\_\_\_ Develops procedures that enforce a code of student conduct that are prompt, equitable, and reasonable.

\_\_\_ Manages student discipline problems with a level of responsiveness appropriate to the severity of the problem.

**Summary Evaluation for FY \_\_\_\_\_**

- 1. Instructional Leadership
  
- 2. Assessment and Evaluation
  
- 3. Organizational Leadership
  
- 4. Managerial Leadership

**Goals for FY \_\_\_\_\_**

- 1.
  
- 2.
  
- 3.

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_