

**PERFORMANCE REVIEW AND PROFESSIONAL DEVELOPMENT
FOR ADMINISTRATORS**

The pursuit of excellence in school leadership and management is a constant endeavor. To this end the school district will employ methods of performance review that help each administrator identify and build on strengths and strengthen areas in need of improvement. Pursuant to this process, the school district supports the right of each administrator to:

- A. Know how well he/she is performing the duties and responsibilities of the position.
- B. Have a candid appraisal of his/her work.
- C. Know the areas in which improvement is needed.
- D. Seek and receive supervisory assistance.
- E. Have access to his/her evaluation file and the opportunity to take exception to any statements contained in the file.
- F. Receive recognition and reward for commendable performance.

No one technique, instrument, or individual is sufficient to do the total job of evaluation; thus, administrators are encouraged to explore and develop as broad a range of evaluative processes as possible. However, as a minimum, the following components of performance review and professional development will be carried out in both letter and spirit.

I. PERFORMANCE QUESTIONNAIRE

Skill items contained in the Administrator Performance Review and Professional Development Questionnaire constitute a job description, a set of expectations for the position. These items encompass the skills and abilities considered essential to instructional and administrative leadership. Copies of these questionnaires are found in Appendix A.

Knowledge of performance strengths and weaknesses is a prerequisite for professional development. The Performance Review and Professional Development Questionnaire is intended to give feedback on how each administrator is perceived to perform on the job.

The appropriate questionnaire for each administrator will be completed at least once during each four-year period by the following:

- (a) The administrator as a form of self-assessment
- (b) The administrative team
- (c) The faculty (teachers, counselors, librarians)
- (d) The support staff (classroom and library assistants, custodians, school secretaries, nurses, SAU office staff and school lunch personnel)

Questionnaire results will be presented to the staff by the administrator and to the school board by the superintendent.

II. SCHOOL DISTRICT GOALS

All members of the administrative team have a common and vested interest in achieving board-adopted goals for the Amherst School District. A significant portion of administrative team meetings and periodic board meetings will be devoted to ascertaining progress and to making corrections in timetables and methods as warranted. Likewise, a significant aspect of performance review will be devoted to ascertaining each administrator's individual contribution to achieving the goals of the district. Each administrator will detail his or her contributions in a letter to the superintendent by March 15.

III. COMMENDATION CRITERIA

Absolutely exemplary performance in all areas, all the time, is undoubtedly utopian since the responsibilities and the range of skills required by an administrator are so broad. Admittedly, leadership is a somewhat elusive trait. And it is easier to verify ineffective performance than it is to verify exemplary performance. Nevertheless, the pursuit of excellence requires some understanding of what excellence means. It is to this end that the following commendation criteria are stated:

1. An administrator who consistently exceeds the expected performance of a fully qualified administrator.
2. An administrator who is recognized as an outstanding performer within his/her peer group and other professional groups.
3. An administrator who accepts the challenge inherent in every aspect of the job and that is to “find a way to do it better”; one who continuously invents improvements.
4. An administrator who develops long range plans while at the same time attending to and improving day-to-day operational procedures.
5. An administrator who keeps and helps others keep a focus on accomplishment of school and district goals; who keeps asking the “To what end?”/”Why are we doing this” questions until intended results are clear to all concerned.
6. An administrator who effectively employs the 80/20 principle--who is able to identify the 20% from possible activities that will achieve 80% of the intended result.
7. An administrator who talks about the future and the mission of the school to school and community people.
8. An administrator who encourages innovations and programs that improve learning for children of all abilities.
9. An administrator who supports teachers relative to instructional time on task, curriculum development, selection of instructional materials and knowledge of age and learner characteristics of students.
10. An administrator who inspires others to achieve higher professional skills and who maintains good staff morale.
11. An administrator who demonstrates commitment--who volunteers to be responsible for future actions and results; who puts plans into effect, offers assistance to others, and who makes things happen for the better.
12. An administrator who gives school people at all levels of the organization the freedom to take risks, question longstanding practices and try new things.
13. An administrator who treats all school people with utmost respect.
14. An administrator who communicates very effectively as a speaker and writer; who responds to and respects divergent opinions and who is accessible and open with the staff. School board, parents, public and press.
15. An administrator who sees budget development as a tool for school improvement and guides expenditures toward that end.

IV. AN ANNUAL EVALUATION REPORT including contract recommendation for each administrator is to be prepared by the superintendent and submitted to the school board on or before April 30. This report, shown as Step 3 on the calendar which follows, is based on all evaluative information collected from March 1 of the preceding school year through February 28.

STEPS OF ANNUAL PERFORMANCE REVIEW & EVALUATION CYCLE

<p>STEP 1 Performance Review Conference With Superintendent</p> <p>(February 15 - March 5)</p>	<p><u>Administrator</u></p> <ul style="list-style-type: none"> (a) Reviews latest professional development questionnaire results. (b) Reviews progress on recommendations contained in last year's annual evaluation report. (c) Notes personal contributions toward achieving school building and district goals as well as other commendation criteria. (d) Reviews Annual Continuing Education Plan. <p><u>Superintendent</u></p> <ul style="list-style-type: none"> (a) Reviews the above four items with each administrator. (b) Discusses his assessment of the administrator's current performance in relation to the expectation of the position.
<p>STEP 2 Identify Performance Commendations and Recommendations</p> <p>(February 15 - March 15)</p>	<p><u>Superintendent and Administrator</u></p> <ul style="list-style-type: none"> (a) Confer and decide on commendations for the current year and recommendations for the next appraisal cycle. <p><u>Superintendent</u></p> <ul style="list-style-type: none"> (a) Prepares a written evaluation report for the administrator and school board.
<p>STEP 3 School Board Meeting</p> <p>(March 15 - April 30)</p>	<p><u>School Board</u></p> <ul style="list-style-type: none"> (a) Meets with each administrator and the superintendent to hear and respond to the superintendent's written evaluation report. (b) Acts on superintendent's recommendation relative to renomination/re-election, professional responsibilities and other contractual matters.

<p>STEP 4 Finalize and Implement Plan(s)</p> <p>(March 31 - May 30)</p>	<p><u>Administrator</u></p> <p>(a) Completes a LEAD (Leadership Effort/Activity Detail) Plan for identified recommendations. Form found in Appendix B. Recommendations to be addressed in a LEAD Plan may be of two types:</p> <ol style="list-style-type: none"> 1. Programmatic <ol style="list-style-type: none"> a. Relating to a goal of the school or district. 2. Personal <ol style="list-style-type: none"> a. Further improving competencies already deemed satisfactory. b. Specific corrective actions designed to improve a weakness. <p><u>Superintendent</u></p> <p>(a) Reviews administrator's LEAD Plan(s). Offers suggestions. Gives "okay" for administrator to carry out Plan(s).</p>
<p>STEP 5 Performance Review Conference</p> <p>(September - February)</p>	<p><u>Administrator and Superintendent</u></p> <p>(a) Conduct progress reviews on LEAD Plan(s).</p> <p>(b) Discuss each other's assessment of progress and performance.</p>
<p>STEP 6 Preliminary School Board Input</p>	<p><u>Superintendent</u></p> <p>(a) Meets in December with the school board, if requested, to discuss the performance of individual administrators.</p> <p>(b) Discusses results of this meeting with the administrator.</p> <p>(c) Sets date with administrator for Step 1 Performance Review Conference.</p>

ADOPTED:

SOUHEGAN

LEAD PLAN

If _____ is achieved, what will be happening? What will be taking place? List two expected outcomes:

- 1. _____
- 2. _____

Things To Do	Starting Dates	Completion Dates
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Special Resources Needed:

Progress Report Dates:

Approved by:

Administrator Date

Superintendent Date

Copies:
Original - Superintendent
Copy - Administrator