

**MARATHON CITY SCHOOL DISTRICT**

Board Exhibit 222

**MARATHON CITY SCHOOL DISTRICT  
DISTRICT ADMINISTRATOR EVALUATION**

Evaluation for \_\_\_\_\_

**INSTRUCTIONS:** In order to evaluate performance, the administrator’s responsibilities have been organized into six categories. Each board member is asked to evaluate the administrator on each of the items cited in each of the categories using a scale ranging from 1 to 6. Areas that are not applicable should be left blank.

		PERFORMANCE					
A. RELATIONSHIPS WITH THE BOARD		Unsatisfactory		Satisfactory		Exceptional	
		1	2	3	4	5	6
1.	Keeps the Board informed on issues, needs, and operation of the School District.	1	2	3	4	5	6
2.	Offers professional advice to the Board items requiring board action, with appropriate recommendations based on thorough study and analysis.	1	2	3	4	5	6
3.	Interprets and executes the intent of policy.	1	2	3	4	5	6
4.	Seeks and accepts constructive evaluation of his work.	1	2	3	4	5	6
5.	Has a harmonious working relationship with the Board.	1	2	3	4	5	6
6.	Accepts his responsibility for maintaining liaison with the personnel, Board and the public.	1	2	3	4	5	6
7.	Remains impartial toward the Board, treating all Board members alike and refrains from criticism of individual or group members of the Board.	1	2	3	4	5	6

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	Unsatisfactory		Satisfactory		Exceptional	
	1	2	3	4	5	6
8. Goes to the board when he feels a serious difference of opinion exists.						
9. Acts on own discretion if action is necessary in any matter not covered by board policy, reports such action to the Board as soon as practicable, and recommends Policy in order to provide guidance in the future.	1	2	3	4	5	6

B. COMMUNITY RELATIONS

1. Gives attention to problems and opinions of groups and individuals.	1	2	3	4	5	6
2. Develops friendly and cooperative relationships with news media.	1	2	3	4	5	6
3. Works effectively with public and private schools and other related agencies.	1	2	3	4	5	6
4. Makes himself available to meet with community and school groups.	1	2	3	4	5	6
5. Has a positive public image and works well with the public.	1	2	3	4	5	6

C. STAFF AND PERSONNEL RELATIONSHIPS

1. Develops and executes sound personnel procedures and practices.	1	2	3	4	5	6
2. Develops good staff morale and loyalty to the organization.	1	2	3	4	5	6

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	Unsatisfactory		Satisfactory		Exceptional	
	1	2	3	4	5	6
3. Delegates authority to staff members appropriate to the position each holds.	1	2	3	4	5	6
4. Recruits and assigns the best available personnel in terms of their competencies.	1	2	3	4	5	6
5. Meets and confers with leaders of employee organizations representing the interest and will of the Board.	1	2	3	4	5	6
6. Periodically visits schools to talk with teachers and pupils.	1	2	3	4	5	6
7. Ability to work closely and cooperatively with others to achieve results.	1	2	3	4	5	6
<b>D. BUSINESS AND FINANCE</b>						
1. Keeps informed on needs of the program plan, facilities, equipment and supplies.	1	2	3	4	5	6
2. Determines that funds are spent wisely, and adequate control and accounting are maintained.	1	2	3	4	5	6
3. Evaluates financial needs and makes recommendations for adequate financing.	1	2	3	4	5	6
<b>E. PERSONAL QUALITIES</b>						
1. Demonstrates ability to work well with individuals and groups.	1	2	3	4	5	6
2. Maintains poise and emotional stability in the full range of his professional activities.	1	2	3	4	5	6
3. Writes clearly and concisely.	1	2	3	4	5	6

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	Unsatisfactory		Satisfactory		Exceptional	
	1	2	3	4	5	6
4. Ability to speak in a clear, understandable manner so that others grasp the message.	1	2	3	4	5	6
5. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.	1	2	3	4	5	6
6. Able to deal with others in a tactful, diplomatic and polite manner. Has a genuine interest in people.	1	2	3	4	5	6
7. Maintains his professional development by reading, coursework, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.	1	2	3	4	5	6
8. Ability to identify a problem, secure necessary information, analyze optional solutions and render an appropriate decision.	1	2	3	4	5	6
9. Able to make decisions with certainty and self-assurance, and to commit one's self under ambiguous circumstance.	1	2	3	4	5	6

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G. Comments: Please provide specific examples.

1. Relationships with the Board \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. District administrator relationships \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Staff and personnel relationships \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Special education rules and regulations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Business and finance \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Personal qualities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Overall summary of administrator \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Unsatisfactory		Satisfactory		Exceptional	
1	2	3	4	5	6

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

APPROVED: March 9, 2005  
REVISED: March 9, 2016