

BUILDING PRINCIPAL EVALUATION FORM

Evaluation for _____

INSTRUCTIONS: In order to evaluate the Building Principal’s performance, the Building Principal’s responsibilities have been organized into the following categories. The District Administrator will evaluate the Building Principal on each of the items cited using a scale ranging from one to six. Areas that are not applicable should be left blank.

<u>Professional Responsibilities</u>		Unsatisfactory		Satisfactory		Exceptional	
a.	Keeps the District Administrator informed on the operation of their school.	1	2	3	4	5	6
b.	Offers professional advice to the District Administrator, based on thorough study and analysis.	1	2	3	4	5	6
c.	Implements Board Policies and Administrative Regulations.	1	2	3	4	5	6
d.	Seeks and accepts constructive evaluation of his/her work.	1	2	3	4	5	6
e.	Has a harmonious working relationship with the District Administrator, and accepts administrative directives.	1	2	3	4	5	6
f.	Assigns the teaching staff within his/her jurisdiction, while maintaining an equitable distribution of work.	1	2	3	4	5	6
g.	Ensures that proper records are maintained (e.g., student records, schedules).	1	2	3	4	5	6
h.	Makes recommendations to the District Administrator regarding contract renewals, suspensions, dismissals, and other disciplinary actions.	1	2	3	4	5	6
i.	Establishes and maintains conduct standards for the school in conformance with Board Policy and philosophy.	1	2	3	4	5	6
j.	Conducts and documents sound safety procedures and practices, including monthly fire drills.	1	2	3	4	5	6
k.	Coordinates the development of the curriculum, ensuring that it meets the needs of students.	1	2	3	4	5	6

		Unsatisfactory		Satisfactory		Exceptional	
l.	Provides oversight for the organization, operation, and supervision of all co-curricular activities.	1	2	3	4	5	6
m.	Annually evaluates teachers during their probationary period, and once every three years for non-probationary teachers, or as deemed necessary by the building principal. Submits copies to the District Administrator for review and inclusion in the teachers' personnel folder.	1	2	3	4	5	6
n.	Consults with parents/guardians regarding students' achievement and behavior as necessary.	1	2	3	4	5	6
o.	Provides for the supervision of building level support staff members.	1	2	3	4	5	6
p.	Annually evaluates building level support staff.	1	2	3	4	5	6
q.	Makes arrangements for substitute teachers as necessary.	1	2	3	4	5	6
r.	Call faculty meetings when necessary or when requested by the District Administrator or any three faculty members.	1	2	3	4	5	6
s.	Coordinates students scheduling and registration in cooperation with the guidance personnel.	1	2	3	4	5	6
t.	Develops the informational handbook of rules and regulations for distribution to all staff members.	1	2	3	4	5	6
u.	Ensures that playground and physical education accidents are reported to the District Administrator, and files the appropriate reports.	1	2	3	4	5	6
v.	Administers the negotiated agreement with staff, consistently and uniformly abiding by its provisions.	1	2	3	4	5	6
w.	Performs other duties as required by law or assigned by the Board or District Administrator.	1	2	3	4	5	6

Unsatisfactory Satisfactory Exceptional

Financial Management

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| a. | Assists in developing the annual budget. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. | Supervises the operation of the building's student activity accounts. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. | Evaluates financial needs and makes recommendations to the District Administrator for adequate financing. | 1 | 2 | 3 | 4 | 5 | 6 |

Personal Qualities

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| a. | Demonstrates ability to work well with individuals and groups. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. | Maintains poise and emotional stability in the full range of his/her professional activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. | Writes clearly and concisely. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. | Speaks in a clear, understandable manner so that others grasp the message. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. | Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting. | 1 | 2 | 3 | 4 | 5 | 6 |
| f. | Deals with others in a tactful, diplomatic and polite manner. Has a genuine interest in people. | 1 | 2 | 3 | 4 | 5 | 6 |
| g. | Maintains his/her professional development through reading, coursework, conference attendance, work on professional committees, visiting other districts and meeting with other building principals. | 1 | 2 | 3 | 4 | 5 | 6 |
| h. | Identifies a problem, secures necessary information, analyzes optional solutions and renders an appropriate decision. | 1 | 2 | 3 | 4 | 5 | 6 |
| i. | Makes decisions with certainty and self-assurance and commits him/herself under ambiguous circumstances. | 1 | 2 | 3 | 4 | 5 | 6 |

COMMENTS – Please provide specific examples.

1. Professional Responsibilities _____

2. Staff Relations _____

3. Community Relations _____

4. Building Management _____

5. Personal Qualities _____

6. Overall Evaluation of the Building Principal _____

Unsatisfactory	Satisfactory	Exceptional
1 2	3 4	5 6

Signature of District Administrator Date

Signature of Building Principal Date

APPROVED: October 13, 1999