Administrator Performance Evaluation Handbook
ACKNOWLEDGMENTS

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PART I
PROCESS INTRODUCTION

Bedford County Public Schools’ supervision of administrators incorporates a process for collecting and presenting data to document performance that is based on well-defined job expectations.

The Bedford County Public Schools’ administrator evaluation system provides a balance between structure and flexibility. That is, it is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility, thereby allowing for creativity and individual initiative. The goal is to support the continuous growth and development of each administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of the evaluation system are to:
♦ improve the quality of instruction by ensuring accountability for instructional leadership performance at the building level.
♦ contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the Bedford County Public Schools.
♦ provide a basis for instructional improvement through productive administrator appraisal and professional growth.
♦ share responsibility for evaluation between the administrator and the evaluator in a collaborative process that promotes self-growth, leadership and supervision effectiveness, and improvement of overall job performance.

This evaluation system includes the following distinguishing characteristics:
♦ benchmark behaviors for each of the performance standards
♦ a focus on the relationship between administrator performance and improved student academic achievement
♦ a system for documenting administrator performance based on multiple data sources
♦ a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases administrator involvement in the evaluation process
♦ a support system for providing assistance when needed
IDENTIFYING ADMINISTRATOR PERFORMANCE STANDARDS

Clearly defined professional responsibilities for administrators constitute the foundation for the administrator evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both evaluatees (administrators) and evaluators (e.g., principal or central office supervisor) will reasonably understand the job expectations.

The expectations for administrator performance are defined using a two-tiered approach.

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Performance Indicators</th>
</tr>
</thead>
</table>

**PERFORMANCE STANDARDS**

Performance standards refer to the major duties performed by an administrator. For all administrators, there are seven performance standards.

**Table 1: Administrator Performance Standards**

| Performance Standard 1: Leadership
The school administrator promotes the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision that reflects excellence, equity, and diversity. |
|---|
| Performance Standard 2: Climate
The school administrator promotes the success of all students by developing and maintaining a positive and safe school climate for all stakeholders. |
| Performance Standard 3: Human Resource Management
The school administrator promotes student success through effective human resource management by the selection, training, support, evaluation, and retention of quality instructional and support personnel. |
| Performance Standard 4: Organizational Management
The school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for an efficient and effective learning environment. |
| Performance Standard 5: Communication/Community Relations
The school administrator promotes the success of all students by collaborating effectively with faculty, staff, students, parents, community, and division personnel. |
| Performance Standard 6: Professionalism
The school administrator maintains a professional demeanor, demonstrates integrity, models ethical behavior, participates in professional growth, and contributes to the profession. |
| Performance Standard 7: Student Achievement
The school administrator’s work results in acceptable, measurable progress based on established standards for continuous school improvement. |
A set of performance indicators has been developed (see Part III) to provide examples of observable, tangible behaviors. That is, the performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, and is not intended to be prescriptive. Further, all administrators are not expected to demonstrate each performance indicator.

Both evaluators and administrators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Student Achievement performance standard are listed in the box.

<table>
<thead>
<tr>
<th>Performance Standard 7: Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school administrator’s work results in acceptable, measurable progress based on established standards for continuous school improvement.</td>
</tr>
</tbody>
</table>

Sample Performance Indicators
The administrator:
- Identifies and establishes means of support to increase the achievement level for all groups of students.
- Monitors state and federal requirements pertaining to student achievement.
- Develops specific and measurable goals for continuous student achievement that address varied student populations, according to state and federal guidelines.
- Collaborates with teachers to monitor and improve student achievement through the analysis of data, the application of educational research, and the implementation of appropriate intervention strategies.
- Ensures that faculty meetings and professional development activities are focused on student achievement outcomes.
- Provides evidence that achievement goals have been met.

The performance indicators are provided to help administrators and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular administrative assignment. Ratings are NOT made at the performance indicator level but at the performance standard level.
DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of an administrator acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the administrator’s work. Three perspectives on an administrator’s work are used in the supervision process: the administrator’s, stakeholders’, and an evaluator’s. The sources of information briefly described in Table 2 were selected as means of providing accurate feedback on administrator performance.

Table 2: Data Sources for Administrators

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>No Child Left Behind calls for adequate yearly progress. School Comprehensive Plans articulate the goals for the school year and accompanying data analysis shows progress towards those goals.</td>
</tr>
<tr>
<td>Observations</td>
<td>Informal observations made during the course of the school day or during school visits provide another source of information.</td>
</tr>
<tr>
<td>Documentation Log</td>
<td>The documentation log includes specific required artifacts that provide evidence of several of the performance standards.</td>
</tr>
<tr>
<td>Client Surveys &amp; Summary Report</td>
<td>Stakeholder surveys provide information about stakeholders’ perceptions of how the professional is performing. The actual survey responses are seen only by the administrator. The administrator prepares a survey summary for discussion with the evaluators (e.g., Superintendent, Assistant Superintendent, Principal).</td>
</tr>
</tbody>
</table>

GOAL SETTING

Each administrator, in concert with the school committee, sets annual goals for improving student achievement. A building administrator and the committee look at the available data from student performance measures to inform the goal-setting process. The School Comprehensive Plan serves as the documentation source for goal setting. Appropriate measures of student learning gains differ substantially based on grade level, content area, and ability level of students. The following measurement tools are appropriate for addressing state and school division guidelines and standards:

- standardized achievement tests
- criterion-referenced tests
- pre- and post-tests of specific skills
- end-of-unit tests, and
- authentic measures (e.g., writing samples or student portfolios)
Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal’s feasibility and worth. SMART stands for:

Specific       the goal is focused (example, by content area, by learners’ needs)
Measurable     an appropriate instrument/measure is selected to assess the goal
Attainable     the goal is within the administrator/school’s control to effect change
Realistic      the goal is appropriate for the school
Time limited   the goal is contained to a single school year

Submission of the School Comprehensive Plan

Administrators ensure that their schools complete a draft of the plan by the second Friday in November.

Mid-Year Review of the Goals

A mid-year review of progress on the goals articulated in the School Comprehensive Plan is held for selected groups of administrators by the last Friday in February. The forum for this discussion is determined by the Superintendent. Administrator groups include:

♦ First-year principals
♦ Administrators of schools accredited with warning
♦ Administrators of schools that did not make AYP

End-of-Year Assessment and Reflection of the Goals

Unlike the teacher evaluation system, there is no end-of-year reflection on the goals.

Observations are intended to provide information on a wider variety of contributions made by administrators in their buildings or to the school system community as a whole. These observations are not necessarily noted in writing, but they do serve as a source of information. In order to provide targeted feedback on administrator’s work relating to the seven performance standards, observations using the Observation Record form (see Part II) are conducted. Evaluators make
notes of specific examples of administrator performance throughout the school year to share with the administrator at the mid-year (if applicable) conference or end-of-year conference.

There is no minimum number of school visits or observation notations that must be made.

**DOCUMENTATION LOG**

The purpose of the documentation log (see Part II) is to provide evidence of excellence in leadership. The items required provide evaluators with information they would like to review prior to making a summative evaluation rating decision. Specifically, the documentation log provides the administrator with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Therefore, specific items are required of all administrators. Furthermore, the documentation log is used to organize the multiple data sources included in the administrator’s evaluation.

Required documents are kept in Part III of the *Administrator Performance Evaluation Handbook* behind the appropriate performance standard sheet. A checklist for items to include appears on the performance standard sheet. Documentation is required for all performance standards.

The documentation log is reviewed by evaluators at the end of an evaluation cycle. Administrators bring their documentation logs to the evaluation meetings. The documentation logs are not submitted prior to meetings with the evaluator.

**CLIENT SURVEYS**

The purpose of a survey is to collect information that will help administrators reflect upon their work for continuous improvement (i.e., for formative evaluation); in other words, to provide feedback directly to the administrator for professional growth and development.

Bedford County uses a 360° feedback survey process. Administrators survey three stakeholder groups annually: parents, employees, and students (Grades 8 and 11). The *Survey Summary Sheet* provides a means for administrators to report on their findings (See Part II). All surveys are completed anonymously to promote honest feedback. Surveys are administered annually by the end of first semester.

**INTEGRATION OF DATA**

Some performance standards are best documented through observation (e.g., Leadership, Climate); other standards may require additional documentation techniques (e.g., Student Achievement necessitates review of the test data). Therefore, multiple data sources are used. Table 5 shows the alignment of performance standard by data source.
Table 5: Aligning Multiple Data Sources With Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Goal Setting</th>
<th>Observation</th>
<th>Documentation Log</th>
<th>Client Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Climate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Human Resource Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Organizational Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communication/Community Relations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Student Achievement</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for administrators (see Administrator Summative Performance Report, Part II). Further details on the rating process are provided in subsequent sections of the Handbook.

Table 6: Evaluation Schedule for Administrators

<table>
<thead>
<tr>
<th>Data Collection Procedure</th>
<th>Form(s)</th>
<th>Forms Completed by</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Evaluator</td>
<td>Administrator</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Comprehensive Plan with Data Analysis, School Visit Record</td>
<td>X</td>
<td>Second Friday in November</td>
</tr>
<tr>
<td>Mid-year Conference</td>
<td>Forum set by superintendent</td>
<td>X</td>
<td>Last Friday in February</td>
</tr>
<tr>
<td>Client Survey</td>
<td>Survey and Summary Report</td>
<td>x</td>
<td>End of first semester</td>
</tr>
<tr>
<td>End-of-year Conference</td>
<td>Summative Evaluation form</td>
<td>x</td>
<td>Second Friday in August</td>
</tr>
</tbody>
</table>

EVALUATION SCHEDULE
MAKING SUMMATIVE DECISIONS

Two major considerations apply when assessing job performance during summative evaluation: the actual standards and how well they are performed. The performance appraisal rubric and performance indicators provide a description of well-defined administrator performance standards.

The rating scale describes four levels of how well the standards (i.e., duties) are performed on a continuum from “exceeds standard” to “unsatisfactory.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “exceeds standard” and “meets standard”) and provides two levels of feedback for administrators who do not meet expectations (i.e., “needs improvement” and “unsatisfactory”).

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. PLEASE NOTE: Ratings are applied to individual performance standards, NOT performance indicators.

Evaluators use four ratings when assessing performance of standards (i.e., “exceeds standard,” “meets standard,” “needs improvement,” “unsatisfactory”). Table 7 offers general descriptions of those ratings.

Table 7: Definitions of Terms Used in Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>High-quality performance:</td>
</tr>
<tr>
<td></td>
<td>♦ exceeds the requirements contained in the job description as expressed in the evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>♦ continually seeks opportunities to learn and apply new skills</td>
</tr>
<tr>
<td></td>
<td>♦ consistently exhibits behaviors that have a strong positive impact on staff, students, and the school climate</td>
</tr>
<tr>
<td></td>
<td>♦ serves as a role model to others</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>High-quality performance:</td>
</tr>
<tr>
<td></td>
<td>♦ meets the requirements contained in the job description as expressed in the evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>♦ demonstrates willingness to learn and apply new skills</td>
</tr>
<tr>
<td></td>
<td>♦ exhibits behaviors that have a positive impact on stakeholders and the school climate</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Inconsistent performance:</td>
</tr>
<tr>
<td></td>
<td>♦ requires support in meeting the standards</td>
</tr>
<tr>
<td></td>
<td>♦ results in less than quality work performance</td>
</tr>
<tr>
<td></td>
<td>♦ leads to areas for professional improvement being jointly identified and planned between the administrator and evaluator</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Poor-quality performance:</td>
</tr>
<tr>
<td></td>
<td>♦ does not meet the requirements contained in the job description as expressed in the evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>♦ may result in the employee not being recommended for continued employment</td>
</tr>
</tbody>
</table>
Evaluators have two tools to guide their rating of administrator performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.

*Sample Performance Indicators*

Performance indicators are used in the evaluation system to identify observable behaviors in the major job expectations. They were introduced in the section on *Identifying Administrator Performance Standards* (p. 6). Examples of performance indicators for each performance standard may be found in Part III.

*Performance Rubric*

A performance rubric is provided for each of the seven administrator standards (see below for a sample; Part III includes rubrics related to each performance standard). The performance rubric is a behavioral summary scale that describes acceptable performance levels for each administrator performance standard. It states the measure of performance expected of administrators for each expectation and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation for all administrators.

Evaluators make judgments about performance of the seven performance standards based on all available evidence. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help administrators focus on ways to enhance their professional practice.

*Example of a Performance Rubric*

<table>
<thead>
<tr>
<th>Professionalism (6)</th>
<th>Exceeds Standard*</th>
<th>Meets Standard**</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard ...</td>
<td>The school administrator is a role model who consistently demonstrates integrity, fairness, and ethical behavior; the administrator proactively contributes to the development of others and provides service to the profession.</td>
<td>The school administrator maintains a professional demeanor; demonstrates integrity, models ethical behavior, participates in professional growth, and contributes to the profession.</td>
<td>The school administrator inconsistently demonstrates professional behavior, development, and growth.</td>
<td>The school administrator does not adhere to legal, ethical, or professional standards, including requirements for professional growth.</td>
</tr>
</tbody>
</table>

*"Exceeds Standard" indicates leadership capabilities that may be used for professional development and growth for other administrators.*

**"Meets Standard" is the baseline of acceptable performance for administrators and is the actual performance standard."
After collecting information through observations, goal setting, student performance measures, and other relevant sources, the evaluator rates an administrator’s performance for the summative evaluation. During the summative evaluation, the evaluators apply the four-point rating scale to evaluate performance on all administrator expectations (see Administrator Performance Summative Report in Part II). The results of the evaluation are discussed with the administrator at a summative evaluation conference. Summative evaluations are to be completed annually by the second Friday in August. The evaluator submits the signed Administrator Performance Summative Report to the School Board office by August 30.

Administrators are advised of the following Bedford County Public Schools regulation related to administrator compensation.

**Compensation for Employees on an Employee Improvement Plan**

While working on a plan for improvement of performance, the employee will be ineligible for salary step advancement if the School Board approves compensation increases. The employee on the Employee Improvement Plan would remain at his or her current step placement on the salary scale. If the School Board approved a salary scale cost-of-living increase and the dollar value of the step placement increased, then the employee on the improvement plan would receive the cost-of-living increase. After removal from the designated status of being on an Employee Improvement Plan, an employee would return to normal status. Such employee, returning to normal status, will be offered an adjusted contract or salary agreement which will have his or her salary step placement adjusted to the step placement prior to his or her assignment to the Employee Improvement Plan status with any additional step placement increment as justified by employment service. Payment of the new salary amount will be prorated based on the date of the adjustment of the contract or salary agreement.

Adopted: March 24, 2005

Text excerpted from Bedford County Public School’s GCNO-R Policy
IMPROVING PERFORMANCE

If an administrator’s performance does not meet the expectations established by Bedford County Public Schools, the administrator may be placed on an Employee Improvement Plan (see Employee Improvement Plan Form in Part II).

An Employee Improvement Plan is a tool that evaluators may use at any point during the year for administrators whose professional practice would benefit from additional supports. It is designed to support an administrator in addressing areas of concern through targeted supervision and additional resources.

Additionally, an Employee Improvement Plan is implemented if one of the following scenarios occurs at the end of any data-collection period:

- An administrator receives two or more ratings of “needs improvement” in a summative evaluation.
- An administrator receives one rating of “unsatisfactory” on any of the seven administrator performance standards in a summative evaluation.

When an administrator is placed on an Employee Improvement Plan, the evaluator must:

- formulate an Employee Improvement Plan.
- provide written notification to the administrator of the area(s) of concern that need to be addressed.
- confer with the administrator on elements of the Employee Improvement Plan and develop a timeline for implementation.

Assistance may include:

- improvement strategies from curriculum or program coordinators.
- peer support from within the building or another building.
- participation in conferences, classes, workshops, etc.
- other resources to be identified.

Prior to the evaluator making a final recommendation, the evaluator meets with the administrator as needed to review progress made on the Employee Improvement Plan, according to the timeline. The options for a final recommendation include:

- Sufficient improvement has been achieved: The administrator is no longer on an Employee Improvement Plan.
- Partial improvement has been achieved but more improvement is needed: The administrator remains on an Employee Improvement Plan.
- Little or no improvement has been achieved: The administrator is recommended for non-renewal.
PART II

EVALUATION FORMS

INTRODUCTION

Part II contains copies of forms used during the supervision of administrators. The forms are used by the evaluator and the administrator to provide evidence of quality work.

Table 7: Items Used as Evidence of Quality Work Performance

<table>
<thead>
<tr>
<th>Form</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Record Form</td>
<td>X</td>
</tr>
<tr>
<td>Documentation Log Description</td>
<td>X</td>
</tr>
<tr>
<td>Surveys</td>
<td>X</td>
</tr>
<tr>
<td>Administrator Summative Performance Report</td>
<td>X</td>
</tr>
<tr>
<td>Employee Improvement Plan</td>
<td>X</td>
</tr>
</tbody>
</table>
Observation Record Form

Administrator: _____________________________ School:__________________________________
Evaluator: __________________________________________________________________________

This form serves as a running record of specific examples of administrators performing their work related to the performance standards. An evaluator notes the date, example, and indicates which performance standard(s) relate(s) to the work observed. Evaluators share this form with administrators at the summative evaluation conference and other evaluation-related meetings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Work Observed (specific example)</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Resource Mgmt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizational Mgmt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Rel.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professionalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Achievement</td>
</tr>
</tbody>
</table>
**What is a documentation log?**

A documentation log:
- is one component of a multi-source evaluation and complements the observation components of the administrator evaluation system.
- is a three-ring binder with a cover, guidelines, and dividers provided by the school system.
- is Part III of the *Administrator Performance Evaluation Handbook*.
- requires documentation listed within each performance standard section.
- may contain suggested items listed within each performance standard section as well as items identified as appropriate work samples by the administrator.
- is a work in progress and is to be continually maintained throughout the evaluation period.
- should be user-friendly (neat, organized).
- remains in administrator’s possession.
- should be available at each evaluation meeting.
- belongs to you (even if you change schools or leave the school division).

**For how long is documentation kept?**

The documentation log is maintained for a single evaluation year. It is emptied after the summative evaluation conference is held.

EXCEPTION: For an administrator on an *Employee Improvement Plan*, the documentation log contains items relevant to a single evaluation year or until the conclusion of the *Employee Improvement Plan*, whichever is later.

**What items are required?**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Item</th>
<th>Brought to End-of-Year Conference</th>
<th>Turned in Throughout the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership</td>
<td>Comprehensive School Plan</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Climate</td>
<td>Crisis Management Plan Survey Summary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Organizational Management</td>
<td>Faculty Handbook</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. Communication/Community Relations</td>
<td>Student Handbooks</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>Professional Development Log</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Student Achievement</td>
<td>Test Data Analysis</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Bedford County Public Schools

Administrator Survey Summary

(Complete a separate form for each client group.)

Administrator’s Name ___________________________ School Year __________________

Survey Version Given:   STUDENT: ☐ Grade 8 ☐ Grade 11
                          STAFF   ☐ ☐ PARENT

1.   Analyze survey responses and answer the following questions. Answers can be narrative or in list form.

   A) What did clients perceive as your major strengths?

   B) What did clients perceive as your major weaknesses?

2.   List factors that might have influenced the results.

3.   How will you use this information?

(Include a copy of the survey summary in the Climate section of the Documentation Log.)
Bedford County Public Schools
Administrator Summative Performance Report

Administrator _______________________________ School _____________________________
Position □ Principal  □ Assistant Principal  School Year ___________________________

Directions
Evaluators use this form by the second Friday in August to provide the administrator with an assessment of performance. The administrator should receive a copy of the form at the end of each evaluation year. The signed form is submitted to the Central Office by August 30.

Performance Standard 1: Leadership
The school administrator promotes the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision that reflects excellence, equity, and diversity.

- Collects and analyzes data
- Collaborates with stakeholders
- Sets and communicates high standards
- Supports continuous improvement

Rating
□ Exceeds Standard
□ Meets Standard
- □ Needs Improvement
□ Unsatisfactory

Comments

Performance Standard 2: Climate
The school administrator promotes the success of all students by developing and maintaining a positive and safe school climate for all stakeholders.

- Involves stakeholders
- Cultivates a positive learning environment
- Develops and implements a crisis management plan
- Models and promotes effective conflict resolution
- Uses shared decision-making

Rating
□ Exceeds Standard
□ Meets Standard
- □ Needs Improvement
□ Unsatisfactory

Comments

20
### Performance Standard 3: Human Resource Management
The school administrator promotes student success through effective human resource management by the selection, training, support, evaluation, and retention of quality instructional and support personnel.

- Screens, recommends, and assigns staff based on needs
- Supports new personnel
- Supports, assists, and retains quality instructional and support personnel
- Supports professional development that benefits students
- Supervises in accordance with local, state, and federal requirements

**Rating**
- [x] Exceeds Standard
- [ ] Meets Standard
- [ ] Needs Improvement
- [ ] Unsatisfactory

**Comments**

### Performance Standard 4: Organizational Management
The school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

- Organizes schedules
- Coordinates plant operations
- Uses organizational skills
- Plans and administers funds appropriately
- Manages technology resources
- Designs, manages, and communicates operational procedures for student learning and safety
- Addresses current and potential problems in a timely manner

**Rating**
- [x] Exceeds Standard
- [ ] Meets Standard
- [ ] Needs Improvement
- [ ] Unsatisfactory

**Comments**

### Performance Standard 5: Communication/Community Relations
The school administrator promotes the success of all students by collaborating effectively with faculty, staff, students, parents, community, and division personnel.

- Implements an effective communication program
- Informs stakeholders
- Provides opportunity for stakeholder interaction
- Develops partnerships
- Involves stakeholders in addressing worksite needs
- Strengthens the school culture
- Uses precise language
- Communicates with school and central office staff

**Rating**
- [x] Exceeds Standard
- [ ] Meets Standard
- [ ] Needs Improvement
- [ ] Unsatisfactory

**Comments**
Performance Standard 6: Professionalism
The school administrator maintains a professional demeanor, demonstrates integrity, models ethical behavior, participates in professional growth, and contributes to the profession.
- Models respect
- Is professional and ethical
- Contributes to the profession
- Provides leadership
- Has a high level of knowledge and stays current on research

Comments

| Rating | Exceeds Standard | Meets Standard | Needs Improvement | Unsatisfactory |

Performance Standard 7: Student Achievement
The school administrator’s work results in acceptable, measurable progress based on established standards for continuous school improvement.
- Supports achievement for all students
- Monitors state and federal requirements
- Develops goals
- Collaborates with teachers
- Focuses on student achievement in professional development and faculty meetings
- Provides evidence of goal attainment

Comments

| Rating | Exceeds Standard | Meets Standard | Needs Improvement | Unsatisfactory |

Strengths:

Areas Needing Improvement:

Overall Evaluation Summary Criteria
- Met, recommended for re-employment
- Not met due to:
  - 1 or more Unsatisfactory rating(s)
  - 2 or more Needs Improvement ratings

The administrator is recommended for:
- Re-employment and placement on an Employee Improvement Plan
- Dismissal

Evaluator’s Signature/Date
Administrator’s Signature/Date
**Bedford County Public Schools**

**EMPLOYEE IMPROVEMENT PLAN**

<table>
<thead>
<tr>
<th>Administrator</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator</td>
<td>School Year</td>
</tr>
</tbody>
</table>

Evaluator’s Signature/Date Initiated

Administrator’s Signature/Date Initiated

**Performance standard(s) requiring improvement:**

**Objectives and strategies for improvement:**

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Procedures/Resources</th>
<th>Target Dates</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

Results of improvement plan:

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Comments</th>
<th>Review Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Recommendation based on outcome of Employee Improvement Plan:**

- Sufficient improvement has been achieved: The administrator is no longer on an improvement plan.
- Some improvement has been achieved but more improvement is needed: The administrator remains on an Employee Improvement Plan.
- Little or no improvement has been achieved: The administrator is recommended for dismissal.

Evaluator’s Signature/Date Completed

Administrator’s Signature/Date Completed

---

1 These sections are to be completed collaboratively by the evaluator and the administrator. Pages may be added, if needed.
2 Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the administrator.

---

Additional Pages Attached
PART III
PERFORMANCE STANDARDS

Performance Standard 1: Leadership

The school administrator promotes the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision that reflects excellence, equity, and diversity.

Sample Performance Indicators
The administrator:
♦ Collects and analyzes demographic, student achievement, discipline, personnel, and other relevant data.
♦ Collaborates with stakeholders to develop a vision for the school community.
♦ Collaborates with stakeholders to develop a School Comprehensive Plan that supports the division goals.
♦ Sets and communicates high standards for student achievement through curricular alignment and instructional quality.
♦ Supports continuous improvement toward achievement of academic standards.

Performance Rubric

<table>
<thead>
<tr>
<th>Exceeds Standard*</th>
<th>Meets Standard**</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard…</td>
<td>The school administrator promotes the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision that reflects excellence, equity, and diversity.</td>
<td>The school administrator inconsistently promotes a vision of learning for increasing student achievement and/or school improvement.</td>
<td>The school administrator does not promote a shared vision of learning for increasing student achievement and/or school improvement.</td>
</tr>
</tbody>
</table>

*“Exceeds Standard” indicates leadership capabilities that may be used for professional development and growth for other administrators.
**“Meets Standard” is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: School Comprehensive Plan – to be submitted by the principal

Suggested Documentation:
♦ Meeting agendas (i.e. faculty, leadership, advisory, etc.)
♦ Maintaining a list of professional development participation (i.e. teacher logs)
♦ End-of-year discipline report
♦ Data management programs report
♦ Vision statement
♦ Teacher duty roster
Performance Standard 2: Climate

The school administrator promotes the success of all students by developing and maintaining a positive and safe school climate for all stakeholders.

Sample Performance Indicators
The administrator:
♦ Involves students, staff, parents, outside agencies, and the community to create and sustain a positive and safe learning environment.
♦ Cultivates a positive learning environment through the cultural, social, leadership, and political dynamics of the school community.
♦ Develops and implements a Crisis Management Plan.
♦ Models and promotes effective conflict resolution.
♦ Uses shared decision making to establish and maintain positive school morale.

Performance Rubric

<table>
<thead>
<tr>
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<th>Meets Standard**</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard…</td>
<td>The school administrator promotes the success of all students by developing and maintaining a positive and safe school climate for all stakeholders.</td>
<td>The school administrator inconsistently uses opportunities and resources to create a positive and safe school climate.</td>
<td>The school administrator does not create or effectively use opportunities and resources to promote a positive and safe school climate.</td>
</tr>
</tbody>
</table>

* “Exceeds Standard” indicates leadership capabilities that may be used for professional development and growth for other administrators.
** “Meets Standard” is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: Crisis Management Plan and Survey Summary
Suggested Documentation:
♦ Discipline records
♦ Special programs
♦ Attendance through SEMS
Performance Standard 3: Human Resource Management

The school administrator promotes student success through effective human resource management by the selection, training, support, evaluation, and retention of quality instructional and support personnel.

Sample Performance Indicators
The administrator:
- Screens, recommends, and assigns staff based on the school’s needs as determined by data as well as local, state, and federal requirements.
- Implements formal and informal procedures to support and assist all new personnel.
- Implements formal and informal procedures to support, assist, and retain quality instructional and support personnel.
- Supports and provides professional development to strengthen instructional practices that result in increased student achievement.
- Manages the supervision and evaluation of staff in accordance with Bedford County School Policies.

Performance Rubric

<table>
<thead>
<tr>
<th>Exceeds Standard*</th>
<th>Meets Standard**</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The school administrator promotes student success through effective human resource management by the selection, training, support, evaluation, and retention of quality instruction and support personnel.</td>
<td>The school administrator is inconsistent and/or lacks proficiency in one of the following human resource management areas: selection, training, support, evaluation, and retention of quality instructional and support personnel.</td>
<td>The school administrator is ineffective in managing the school’s human resources.</td>
</tr>
</tbody>
</table>

* “Exceeds Standard” indicates leadership capabilities that may be used for professional development and growth for other administrators.
** “Meets Standard” is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: Monthly evaluation cover sheets
Suggested Documentation:
- Mentor schedule and assignments
- New teacher meetings agendas
- Staff development calendar
- Evidence of hiring practices
- Duty schedule
- Reporting of teacher licensure status
- Teacher attrition
Performance Standard 4: Organizational Management

The school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

Sample Performance Indicators
The administrator:
- Organizes schedules to ensure appropriate use of instructional time.
- Effectively coordinates the daily operations and maintenance of the facility.
- Demonstrates effective organizational skills for gathering, analyzing, and using data for decision making.
- Plans and administers budgeting and purchasing according to Bedford County Public School policies and state/federal requirements.
- Designs, manages, and communicates operational procedures to maximize opportunities for successful learning.
- Designs, manages, and communicates operational procedures to ensure the safety of students and staff.
- Uses and manages technology resources and systems to achieve and support school and division goals.
- Addresses current and potential problems in a timely manner.

Performance Rubric

<table>
<thead>
<tr>
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<th>Meets Standard**</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the standard...</strong></td>
<td>The school administrator is highly successful in organizational management resulting in an efficient and effective workplace.</td>
<td>The school administrator is effective in supporting, managing, and overseeing the school’s organization, operation, and resources.</td>
<td>The school administrator is inconsistent in supporting, managing, and overseeing the school’s organization, operation, and resources.</td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Exceeds Standard</strong></td>
<td><strong>Meets Standard</strong></td>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td>The school administrator is effective in supporting, managing, and overseeing the school’s organization, operation, and resources.</td>
<td>The school administrator is effective in supporting, managing, and overseeing the school’s organization, operation, and resources.</td>
<td>The school administrator is inconsistent in supporting, managing, and overseeing the school’s organization, operation, and resources.</td>
<td>The school administrator is ineffective in the area of organizational management.</td>
</tr>
</tbody>
</table>

* "Exceeds Standard” indicates leadership capabilities that may be used for professional development and growth for other administrators.
**"Meets Standard” is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: Faculty Handbook
Suggested Documentation:
- Contractual fiscal agreement (e.g. yearbooks, copiers)
- School calendar of events
- Textbook inventory
- Maintenance records
- Master schedule
- Duty schedules
- Coverage log for school events
- Calendar/log of community events
- Principal’s zone meeting agendas
Performance Standard 5: Communication/Community Relations

The school administrator promotes the success of all students by collaborating effectively with faculty, staff, students, parents, community, and division personnel.

Sample Performance Indicators
The administrator:
♦ Strengthens the school culture by effectively sharing the vision throughout the school community.
♦ Uses acceptable forms of oral and written expression.
♦ Provides a variety of opportunities for parent and community involvement in school activities.
♦ Involves and responds to staff, parents, community, and students in assessing needs, solving problems, and making decisions for school improvement.
♦ Implements an effective communication and public relations program.
♦ Communicates with school and central office staff.
♦ Keeps all stakeholders informed by sharing pertinent information.

Performance Rubric

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>In addition to meeting the standard…</strong></td>
<td>The school administrator fosters the success of all students by collaborating effectively with faculty, staff, students, parents, community and division personnel.</td>
<td>The school administrator inconsistently communicates and collaborates with all stakeholders.</td>
<td>The school administrator infrequently communicates and/or works with all stakeholders.</td>
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</tbody>
</table>

* “Exceeds Standard” indicates leadership capabilities that may be used for professional development and growth for other administrators.
** “Meets Standard” is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: Student Handbooks
Suggested Documentation:
♦ Parent newsletters
♦ TIP sheets
♦ Websites
♦ Special programs
♦ Volunteer log
♦ Staff memos/e-mails
♦ Principal’s zone meeting agendas
♦ City/County school board meeting agendas
Performance Standard 6: Professionalism

The school administrator maintains a professional demeanor, demonstrates integrity, models ethical behavior, participates in professional growth, and contributes to the profession.

Sample Performance Indicators

The administrator:

♦ Models respect, understanding, sensitivity, and appreciation for all people.
♦ Works within professional and ethical guidelines to improve student learning and to accomplish school, division, state, and federal requirements.
♦ Creates and implements a professional development plan to improve personal performance and leadership skills through staff development opportunities and/or professional associations.
♦ Remains current with research related to educational issues, trends, and practices.
♦ Participates on school and/or division committees and supports school activities.

Performance Rubric

<table>
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<tr>
<td>In addition to meeting the standard…</td>
<td>The school administrator is a role model who consistently demonstrates integrity, fairness, and ethical behavior; the administrator proactively contributes to the development of others and provides service to the profession.</td>
<td>The school administrator maintains a professional demeanor, demonstrates integrity, models ethical behavior, participates in professional growth, and contributes to the profession.</td>
<td>The school administrator does not adhere to legal, ethical, or professional standards, including requirements for professional growth.</td>
</tr>
</tbody>
</table>

* "Exceeds Standard" indicates leadership capabilities that may be used for professional development and growth for other administrators.

** "Meets Standard" is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: Professional Development Log (i.e. classes, committees, and workshops)

Suggested Documentation:

♦ Professional readings
♦ Oral presentation documents (e.g. speaker’s notes, PowerPoint handouts)
Performance Standard 7: Student Achievement

The school administrator’s work results in acceptable, measurable progress based on established standards for continuous school improvement.

Sample Performance Indicators
The administrator:
- Identifies and establishes means of support to increase the achievement level for all groups of students.
- Monitors state and federal requirements pertaining to student achievement.
- Develops specific and measurable goals for continuous student achievement that address varied student populations, according to state and federal guidelines.
- Collaborates with teachers to monitor and improve student achievement through the analysis of data, the application of educational research, and the implementation of appropriate intervention strategies.
- Ensures that faculty meetings and professional development activities are focused on student achievement outcomes.
- Provides evidence that achievement goals have been met.

Performance Rubric

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The school administrator’s work results in acceptable measurable student progress with all populations of learners based on established standards.</td>
<td>The school administrator’s work results in minimal student progress based on established standards.</td>
<td>The school administrator’s work results in unacceptable student progress based on established standards.</td>
</tr>
</tbody>
</table>

*“Exceeds Standard” indicates leadership capabilities that may be used for professional development and growth for other administrators.
**“Meets Standard” is the baseline of acceptable performance for administrators and is the actual performance standard.

Required Documentation: Summaries of test data analysis (e.g., SOL, AYP, Benchmark, AP, SAT)
Suggested Documentation:
- Accreditation status
- Honor Roll lists
- Faculty meeting agendas
- Graduation rates / GED
- School Consultative Team Referral Schedule for the year