

Date Adopted: 09/09/91	File Number: Detroit Lakes Policy - 307	
Date Revised: 07/07/97, 06/21/21		

### 307 - ADMINISTRATOR/SELF PERFORMANCE EVALUATION POLICY

**BACKGROUND:** This document is to be used as an open-ended instrument for discussion and the improvement of the administrator's job performance. The construction allows it to be used by the diverse administrative responsibilities within the Detroit Lakes School District.

#### INSTRUCTIONS:

1. The supervisor and administrator will each complete the Performance Evaluation Form separately prior to the meeting. Those areas on the Performance Scale that are not applicable should be marked with an "NA."
2. The performance form will be compared and discussed at the meeting. This will be the starting point for the evaluation.
3. The evaluation will center around the strengths or concerns that are indicated on the Performance Evaluation Form.
4. Comments would be noted on page three under the "Additional Comments" section based on the Performance Evaluation discussion.
5. The Supervisor and the Administrator would each bring 3 goals for the following year to the evaluation. These would be discussed and agreed on.
6. The discussion would lead to recommendations being formulated.

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#### Evaluator

#### Evaluatees

Superintendent Director of Curriculum, Instruction, & Technology~~Education Director,~~  
Director of Finance & Operations~~Business Manager, Director of~~ Community Education Director, ~~Director of~~  
Special Education Director, Principals

Director of Finance & Operations~~Business Manager~~  
Operations Transportation Director, Finance Coordinator~~Accountant~~

Food Service Director, ~~Supervisor of~~

Director of Curriculum, Instruction & Technology~~Education Director~~  
Manager~~Technology Coordinator~~  
Principals

District Technology

All Assistants

Detroit Lakes Public Schools – Independent School District #22

Administrator/Director Performance Evaluation

Admin/Director \_\_\_\_\_ Date \_\_\_\_\_

District #22

Site \_\_\_\_\_ Supervisor \_\_\_\_\_

Performance Scale: Rating 1-5 with 1 being well below average and 5 being well above average

Well Below Average	Below Average	Average	Above Average	Well Above Average
Deficient in performance and understanding of knowledge and skills underlying the components as an administrator/director -	Demonstrates understanding of knowledge and skills underlying the components as an administrator/director and generally implements them. Need for professional growth in this area as a leader in the district.	Demonstrate appropriate understanding of knowledge and skills as an administrator/ director. Continues to work towards higher levels of leadership and possess attributes that allow for opportunities to achieve at a higher level.	Demonstrates specific understanding of knowledge and skills and implements components as an administrator/ director at a consistently high level; shows attributes of accomplished practice.	Demonstrates exceptional understanding of knowledge and skills and implements components as an administrator/ director at a consistently high level; shows attributes of accomplished practice at a qualitatively high level.

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<b>I- FUNCTIONAL DOMAINS</b>  <b>Please evaluate the Administrator's/ Director's knowledge and skills in the following areas:</b>	<b>Well-Below Average</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well-Above Average</b>	<b>Not Observed</b>
<b>1- LEADERSHIP</b> —Provide purpose and direction for individuals and groups; shape school culture and values; facilitate a shared vision for the school; form goals and change in the community and school context to meet student and staff needs.						

<p><b>2. INFORMATION COLLECTION</b>—Gather information from a variety of sources; seek knowledge about policies, rules, laws, precedents, or practices; manage data flow; classify and organize information for use in decisions and monitoring information.</p>						
<p><b>3. PROBLEM ANALYSIS</b>—Identify problem elements and possible causes; analyze information and frame issues; seek additional issues and reframe issues; demonstrate conceptual flexibility; assist others in forming opinions about problems and issues.</p>						

4. <b>JUDGMENT</b> —Reach logical conclusions by making quality, timely decisions; demonstrate adaptability; give priority to significant issues.						
5. <b>ORGANIZATIONAL OVERSIGHT</b> —Plan and schedule work to meet goals and use resources appropriately; schedule the flow of activities; establish procedures to regulate activities; monitor projects to meet deadlines						

<p>6-</p> <p><b>IMPLEME NTATION</b></p> <p>–Put programs into action; facilitate coordinatio n-and collaboratio n-of-tasks; establish project checkpoints to monitor progress; provide corrections when outcomes are missed or conditions change; support persons responsible for project work and goals-</p>						
<p>7-</p> <p><b>DELEGATIO N</b>—Assign tasks and responsibility with authority for their accomplishmen ts; use subordinates effectively; follow up on delegated activities-</p>						

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<b>II. PROGRAMMATIC</b>	<b>Well Below Average</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well Above Average</b>	<b>Not Observed</b>
<b>8. INSTRUCTION AND LEARNING ENVIRONMENT</b> —Create a culture for learning in the school; envision and introduce initiatives for improvement of instruction and learning; recognize elementary, middle and secondary student needs in designing instruction; accommodate student differences in cognition and achievement; mobilize appropriate people for programs and a positive learning environment.						
<b>9. CURRICULUM DESIGN</b> —Understand major curriculum design models; interpret school district curricula; initiate needs analysis with staff within an instructional framework; align curriculum and outcomes; monitor social and technology developments, including youth service programs, for curriculum; solicit curriculum input from parents, families, business community and the public; adjust curriculum to meet changing needs and conditions.						
<b>10. STUDENT GUIDANCE AND DEVELOPMENT</b> —Understand and accommodate student growth and development; provide student guidance and auxiliary services; utilize community resources in response to family needs; enlist appropriate persons in connecting school programs with plans for adult life.						
<b>11. STAFF DEVELOPMENT</b> —Plan and facilitate, with faculty, programs consistent with instructional goals and needs; supervise individuals and groups; provide feedback on staff performance and arrange remedial assistance; engage faculty and others in recruitment and development; initiate self development; ensure training for all staff in collaboration, teaming, consulting and conflict resolution.						
<b>12. MEASUREMENT AND EVALUATION</b> —Determine diagnostic information needed for students, staff and school environment; examine the extent outcomes meet standards, goals or priorities; draw inferences for program revision; interpret measurements of evaluations; relate programs to outcomes; develop equivalent competence measures and design accountability mechanisms.						
<b>13. RESOURCE ALLOCATION</b> —Procure, apportion, monitor, account for and evaluate fiscal, human and time resources; ensure resources bring about outcomes to reflect the needs and goals of the school; plan and develop the budget process with appropriate staff.						
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<b>III. INTERPERSONAL</b>	<b>Well Below Average</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well Above Average</b>	<b>Not Observed</b>
<b>14. MOTIVATION</b> —Develop conditions in which staff willingly focus on and achieve educational excellence; plan and encourage participation; facilitate teamwork; provide intellectual stimulation and support innovation; recognize and reward effective performance; provide feedback, coaching, guidance and needed resources.						
<b>15. SENSITIVITY</b> —Understand the concerns of others; deal tactfully with others; work with others who face stressful situations or conflict; manage conflict and obtain feedback; recognize multicultural differences; advocate for child and family issues; develop parent involvement in children's education.						
<b>16. ORAL AND NONVERBAL EXPRESSION</b> —Make clear and understandable presentations; clarify and restate questions; respond, review and summarize information for groups; use communications aids; recognize culture and gender based norms; adapt to audiences; make education issues clear to parents and public.						
<b>17. WRITTEN EXPRESSION</b> —Express ideas clearly in writing; write appropriately for different audiences, e.g., parents, teachers, and students; prepare clear and intelligible memoranda, letters, reports and job specific documents.						

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<b>IV. CONTEXTUAL</b>	<b>Well Below Average</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Well Above Average</b>	<b>Not Observed</b>
<b>18. PHILOSOPHICAL AND CULTURAL VALUES</b> —Act ethically, understanding the role of education in a democratic society; recognize philosophical influences in education; understand American culture and current social and economic issues related to education.						
<b>19. LEGAL AND REGULATORY APPLICATION</b> —Act in accordance with federal and state constitutional provisions and statutory law; act in accordance with regulatory applications governing education; work within local rules, procedures and directives; recognize standards of care regarding civil and criminal liability for: negligence, harassment and intentional torts; administer contracts and financial accounts; understand state and federal laws governing special education, alternative instructional designs, curriculum and behavior modifications, assessment accommodations, parent involvement and labor relations, and collective bargaining						



20. <del>POLICY AND POLITICAL INFLUENCES</del> —Understand schools as political systems; identify relationships between public policy and education; recognize policy issues; examine policies individually and through professional and public groups; relate policy initiatives to student and family welfare; address ethical issues.						
21. <del>PUBLIC RELATIONS</del> —Develop perceptions about school issues; interact with external and internal publics; understand and respond to the news media; initiate and report school news through appropriate channels; manage school reputations by promoting a positive image; enlist public participation and support; recognize and provide for various markets.						

~~Additional Comments:~~

~~Personal/Professional Goals:~~

*~~I acknowledge that the above evaluation has been discussed with me and understand my signature does not imply agreement or disagreement with this evaluation. Likewise, I understand that I have the right to provide written comments to this evaluation that will be attached by the district to this report.~~*

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Employee Signature \_\_\_\_\_ Date

\_\_\_\_\_  
Mark Jensen, Superintendent of Schools Signature \_\_\_\_\_ Date

\_\_\_\_\_  
Date Reviewed with Employee

~~FM EVALUATION ADM.2008~~

~~Revised January 2008~~