

**PERSONNEL – ADMINISTRATIVE EVALUATION
ADMINISTRATIVE PROCEDURES**

**Bemidji Area Schools
Administrator Evaluation**

Administrator

Rubric: The following rubric should be used in conjunction with the evidence and reflections gathered for measuring the level of proficiency for the principal in a Core Competency under review. Note that not every Core Competency will necessarily be the subject of evaluation every year.

Unsatisfactory: The principal does not meet acceptable standards for performance.

Developing: The principal does not meet standards for performance but demonstrates adequate growth toward meeting standards during the period of performance.

Proficient: The principal demonstrates basic competence on standards of performance.

Accomplished: The principal exceeds basic competence on standards for performance most of the time.

Distinguished: The principal consistently and significantly exceeds basic competence on standards of performance.

CORE COMPETENCIES	RATING FROM RUBRIC SCALE	EVIDENCE AND REFLECTION IN SUPPORT OF RATING	AREA(S) TARGETED FOR IMPROVEMENT	OTHER
Strategic Leadership				
Instructional Leadership				
Managerial Leadership				
Cultural Leadership				
Communications Leadership				
School Community Leadership				
Ethical and Professional Leadership				

Achievements:

Concerns:

Evaluator Concerns:

Administrator Comments:

Superintendent/Designee recommendation for growth:

_____ Professional Growth Plan – CONTINUOUS IMPROVEMENT

_____ Professional Growth Plan – REMEDIATION

Evaluator Signature _____ Date _____

Administrator Signature _____ Date _____

(Note: The principal's signature verifies review and receipt of this evaluation. It does not signal acquiescence to its contents. Should the principal wish to challenge the terms of this summary, this should be so noted in the principal's comments above and/or attached as a separate document. Said dispute shall be handled in accordance with the provisions of relevant Master Agreement language, school policy, administrative rule, and/or Minnesota Statute.)

CORE COMPETENCIES: These Seven Core Competencies comprise what the superintendent/designee and the principal should measure during the evaluation process:

1. Strategic Leadership: A principal creates conditions that result in the shared and strategic creation of the school's vision, mission, and goals in accordance with those established by the school district. A principal creates a climate of intellectual inquiry and informed opinions that challenge the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.

2. Instructional Leadership: A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes his/her knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standards and to promote top achievement for all students.

3. Managerial Leadership: A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.

4. Cultural Leadership: A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to the current state, and how to connect with their traditions to move them forward to support the school's efforts to achieve individual and collective goals. A principal helps build strong and positive sense of community in the school.

5. Communications Leadership: A principal communicates purposefully the internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.

6. School Community Leadership: A principal designs structures and processes that result in community engagement, support, and ownership. A principal understands the school community within the social and political context of the broader community. A principal proactively creates opportunities for parents/guardians, community members, and business representatives to be involved in and show support for the community's schools.

7. Ethical and Professional Leadership: A principal works collaboratively with the school staff and community members to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others. A principal is knowledgeable about and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and community. A principal exemplifies high standards of professional practice and behavior.

**Bemidji Area Schools
Administrator Annual Growth Plan
CONTINUOUS IMPROVEMENT**

Administrator

1. Core Competency Area(s):

2. Specific Goals to be Addressed This Cycle:

3. Measurement of Attainment of Goals Addressed and Timelines:
 - (a)

 - (b)

4. Resources Needed for Attainment:

Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____

