

# **WATERFORD UNION HIGH SCHOOL**

## **DISTRICT ADMINISTRATOR (DA) ANNUAL PERFORMANCE EVALUATION: PROCEDURES AND TIME-LINE SUMMARY**

### **1. Preparation for Annual Performance Review – After July / August Regular Meetings:**

- a. July Meeting- Board members receive DA Performance Assessment Tool (PAT) and the Colleague Assessment Questionnaire (CAQ) for review.
- b. July Meeting- DA will present his/her proposed goals or areas of focus for the next two years. Each goal shall have a brief narrative for its rationale, an action plan and suggested evidence of progress or attainment. The goals may be based on the duties and responsibilities contained in Board Policy 1400.01- DA Job Description, on the similar PAT, or external from them.
- c. The Board and DA will review the evaluation process / timeline and answer questions.
- d. August Meeting- The Board will approve DA's goals and, discuss and approve any proposed changes to the PAT or the CAQ.

### **2. The Colleague Assessment Questionnaire (CAQ) – Mid-January:**

- a. The CAQ will be administered in a confidential manner.
- b. “Strengths and Opportunities” themes will be identified.

### **3. DA Presentation to the Board – March in Closed Session:**

- a. Progress on Goals: DA will share his/her reflections and evidence of progress or attainment.
- b. Performance on the PAT standards: DA will share his/her reflections and evidence of progress or attainment.
- c. “Strengths and Opportunities” themes from the CAQ are shared with the Board and the DA will share his/her reflections from them.
- d. Board members may ask questions, however, this meeting is not intended for a Board response to the information presented and no evaluative comments are permitted.

### **4. Board Meeting without DA – March / April in Closed Session (as soon as possible after DA Presentation):**

- a. Board will have discussions of the DA's performance.
- b. Board members will use the PAT along with information provided by the DA in Step 3.
- c. Board will reach consensus on whether performance expectations have been met.
- d. Board will draft a written evaluation on whether expectations have been met by performance category, including narrative descriptions of the Board's judgment in each area.

### **5. Summative Evaluation Meeting with the DA – March / Early April:**

- a. The Board President and members of the Personnel & Policy Committee will meet with the DA and share the written evaluation from Step 4 and the Board's perspective regarding performance.
- b. Evaluation will be signed by all parties.
- c. Evaluation will be filed in the DA's personnel file.

# Waterford Union High School

## District Administrator Performance Assessment Tool

7/1/24

*Adopt as is?*

### Domain G: Policy and Governance

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
G-1 The District Administrator functions as the primary instructional leader for the school district, relying on support from staff as necessary when advising the School Board.					
G-2 The District Administrator oversees the administration of the school district's day-to-day operations.					
G-3 The District Administrator selects, inducts, supports, evaluates, and retains quality instructional and support personnel.					

#### Domain G Comments:

### Domain B: School Board Relations

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
B-1 The District Administrator works with the School Board to develop and implement policies that define organizational expectations.					
B-2 The District Administrator submits to the School Board in a timely manner recommendations relative to all matters requiring School Board action, including such information and reports necessary for informed decision-making.					
B-3 The District Administrator works with the School Board President to plan the agendas for Board meetings and to maintain an open line of communication with all Board members.					
B-4 The District Administrator responds to School Board needs and concerns in an appropriate and timely manner.					

#### Domain B Comments:

**Domain A: Planning and Assessment**

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
A-1 The District Administrator effectively employs various processes for gathering, analyzing, and using data for decision making.					
A-2 The District Administrator organizes the collaborative development and implementation of a district strategic plan based on analysis of data from a variety of sources.					
A-3 The District Administrator oversees the planning, implementation, support, and assessment of instructional programs that enhance teaching and student achievement of the state educational standards.					
A-4 The District Administrator develops plans for effective allocation of fiscal and other resources.					

**Domain A Comments:**

**Domain L: Instructional Leadership**

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance Is Unsatisfactory	Cannot Judge
L-1 The District Administrator leads the development and implementation of the vision and mission for the school district.					
L-2 The District Administrator communicates a clear vision of excellence, student growth, and continuous improvement consistent with the goals of the school district					
L-3 The District Administrator communicates progress toward the district vision and mission to all stakeholders.					
L-4 The District Administrator oversees the alignment and coordination of curricular areas.					
L-5 The District Administrator selects, inducts, supports, evaluates, and retains quality administrators and supports the retention of quality instructional and support personnel.					
L-6 The District Administrator influences and supports the provision of staff development programs consistent with the program evaluation results and school instructional improvement plans.					
L-7 The District Administrator encourages and supports innovation in curriculum and instruction development and implementation.					
L-8 The District Administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.					
L-9 The District Administrator assesses factors affecting achievement and serves as an agent of change for needed improvements to help all students reach their potential.					
L-10 The District Administrator creates a vision for and influences and supports the integration of appropriate technologies in the curriculum and instruction.					
L-11 The District Administrator seeks resources to support the implementation of the mission and goals.					

**Domain L Comments:**

**Domain M: Organizational Management**

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
M-1 The District Administrator actively supports a safe and positive environment for students and staff.					
M-2 The District Administrator develops procedures for working with the School Board that define mutual expectations, working relationships, and strategies for formulating district policies.					
M-3 The District Administrator effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.					
M-4 The District Administrator demonstrates effective organizational skills to achieve school, community, and district goals.					
M-5 The District Administrator implements sound personnel procedures in recruiting, employing, and retaining the best qualified and most competent teachers, administrators, and other personnel.					
M-6 The District Administrator provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.					
M-7 The District Administrator plans and implements a systematic employee performance evaluation system.					
M-8 The District Administrator promotes decisions based on research, expertise of staff, and recommendations of learned societies.					
M-9 The District Administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.					
M-10 When change is needed, decision making is managed through communication, collaboration, and problem solving in the best interest of the district.					

**Domain M Comments:**

**Domain C: Communications & Community Relations**

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
C-1 The District Administrator promotes effective communication and interpersonal relations within the school district.					
C-2 The District Administrator establishes and maintains timely, effective, and meaningful channels of communication with Board members and between schools and community, strengthening support of constituencies and building coalitions.					
C-3 The District Administrator works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.					
C-4 The District Administrator creates an atmosphere of trust and mutual respect with staff and community members.					

**Domain C Comments:****Domain P: Professionalism**

Performance Standards	Performance Exceeds Criteria	Performance Meets Criteria	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
P-1 The District Administrator models professional, moral, and ethical standards as well as personal integrity in all interactions.					
P-2 The District Administrator works in a collegial and collaborative manner with school personnel, the School Board, and the community to promote and support the mission and goals of the school district.					
P-3 The District Administrator takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.					
P-4 The District Administrator provides service to the profession, the district, and the community.					

**Domain P Comments:**

<b>5 - Level Rating Scale</b>
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Rating	Definition
Exceeds Criteria/Expectations	The District Administrator surpasses required standards, consistently producing exemplary work that optimizes district goals and priorities.
Meets Criteria/Expectations	The performance of the District Administrator consistently fulfills standards resulting in quality work that affects district goals and priorities in a positive manner. This rating is a high performance standard and is expected of all superintendents.
Needs Improvement/Requires Assistance	The superintendent inconsistently meets standards resulting in less than quality work performance where district goals and priorities need improvement.
Unsatisfactory	The District Administrator does not adequately fulfill responsibilities, resulting in inferior work performance and negatively influencing district goals and priorities.
Cannot Judge	Insufficient information to form a judgement at this time

## Waterford Union High School District Administrator - Colleague Assessment Questionnaire

Revised 7/1/24

### Colleague Assessment Feedback Survey

This survey is designed to provide formative feedback to the District Administrator for the purpose of continuous improvement. It is adapted from the Wisconsin Administrator Standards. Please return the completed Questionnaire to the District Administrator's administrative assistant; she will then compile the anonymous results. The compiled survey results will be reviewed by the District Administrator and the Waterford Union High School Board. All original surveys will be destroyed.

Your anonymous, individual responses in this survey will be kept confidential and will provide feedback for future goal and leadership development. A space is also provided for comments.

#### Effectiveness Rating Indicators

- 1 The administrator *does not* demonstrate this behavior.
  - 2 The administrator *sometimes* demonstrates this behavior.
  - 3 The administrator *most of the time* demonstrates this behavior.
  - 4 The administrator *is highly effective in consistently* demonstrating this behavior.
- NA - Not applicable; I do not have enough information to assess at this time.

Board creates



**WI Standard 2: Administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.**

Indicators	Sources of Evidence					Effectiveness Rating				
	Personal Observation	Reports from Others	Documents	Projects or Activities	Other Sources	1	2	3	4	NA
1. The District Administrator leads the development and implementation of the vision and mission of the district.										
2. The District Administrator models the core beliefs of the school district for all stakeholders.										
3. The District Administrator communicates progress toward the district vision and mission to all stakeholders.										
4. The District Administrator promotes the implementation of a focus plan in which objectives and strategies to achieve the district mission are clearly articulated.										
5. The District Administrator seeks resources to support the implementation of the mission and goals.										
6. The District Administrator provides leadership in support of a vision that leverages appropriate technologies in support of staff and student learning.										
7. The District Administrator effectively employs various processes for gathering, analyzing, and using data for decision making.										
8. The District Administrator plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the state educational standards.										
Possible Strengths:										
Possible Opportunities for Improvement:										

**WI Standard 3: Administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.**

Indicators	Sources of Evidence					Effectiveness Rating				
	Personal Observation	Reports from Others	Documents	Projects or Activities	Other Sources					
						1	2	3	4	NA
1. The District Administrator treats all persons with fairness, dignity and respect.										
2. The District Administrator promotes a culture of high expectations for self, students, and staff performance.										
3. The District Administrator promotes decisions based on research, expertise of staff, and recommendations of learned societies.										
4. The District Administrator perceives the needs, concerns, and issues of others.										
5. The District Administrator seeks to understand administrative staff and motivates them to reach their potential.										
6. The District Administrator communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.										
7. The District Administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.										
8. The District Administrator assesses factors affecting student achievement and serves as an agent of change for needed improvements.										

**Possible Strengths:**

**Possible Opportunities for Improvement:**

**WI Standard 4: Administrator ensures management of the organization's operations, finances, and resources for a safe, efficient, and effective learning environment.**

Indicators	Sources of Evidence					Effectiveness Rating				
	Personal Observation	Reports from Others	Documents	Projects or Activities	Other Sources					
						1	2	3	4	NA
1. The District Administrator makes management decisions to enhance learning and teaching.										
2. The District Administrator involves stakeholders in management processes.										
3. The District Administrator actively supports a safe and positive environment for students and staff.										
4. The District Administrator promotes high quality standards, expectations, and performances.										
5. The District Administrator demonstrates effective organizational skills to achieve school, community, and district goals.										
6. When change is needed, decision making is managed through communication, collaboration, and problem solving in the best interest of the district.										
Possible Strengths:										
Possible Opportunities for Improvement:										

**WI Standard 5: Administrator models collaborating with families and community members responding to diverse community interests and needs and mobilizing community resources.**

Indicators	Sources of Evidence					Effectiveness Rating				
	Personal Observation	Reports from Others	Documents	Projects or Activities	Other Sources					
						1	2	3	4	NA
1. The District Administrator is highly visible, actively involved, and communicates with the larger community.										
2. The District Administrator helps secure community resources to solve school problems and achieve goals.										
3. The District Administrator seeks and utilizes information about family and community concerns and expectations in the decision making process as appropriate.										
4. The District Administrator promotes opportunities for ideas to be shared within our administrative team.										
5. The District Administrator interacts effectively with a group and facilitates the accomplishment of tasks.										
<b>Possible Strengths:</b>										
<b>Possible Opportunities for Improvement:</b>										

**WI Standard 6: Administrator acts with integrity, fairness, and in an ethical manner.**

<b>Indicators</b>	<b>Sources of Evidence</b>					<b>Effectiveness Rating</b>				
	<b>Personal Observation</b>	<b>Reports from Others</b>	<b>Documents</b>	<b>Projects or Activities</b>	<b>Other Sources</b>					
						<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
1. The District Administrator demonstrates a personal and professional code of ethics.										
2. The District Administrator treats people fairly, equitably, and with dignity and respect, respecting the rights and confidentiality of others.										
3. The District Administrator considers the impact of one's administrative practice on others.										
4. The District Administrator fulfills legal and contractual obligations.										
5. The District Administrator demonstrates empathy.										
<b>Possible Strengths:</b>										
<b>Possible Opportunities for Improvement:</b>										

**WI Standard 7: Administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.**

Indicators	Sources of Evidence					Effectiveness Rating				
	Personal Observation	Reports from Others	Documents	Projects or Activities	Other Sources	1	2	3	4	NA
1. The District Administrator advocates with local, state, and federal authorities for the development of policies, laws, and regulations which serve children and public education.										
2. The District Administrator promotes communication with decision makers outside the school community.										
3. The District Administrator is poised and articulate in presenting ideas or facts.										
4. The District Administrator expresses ideas clearly in writing.										
5. The District Administrator anticipates problems and plans proactively to avert potential problems.										
<i>Possible Strengths:</i>										
<i>Possible Opportunities for Improvement:</i>										