District Administrator's Colleague Assessment Questionnaire CAQ

WATERFORD UNION HIGH SCHOOL - COLLEAGUE ASSESSMENT QUESTIONNAIRE

Revised 10/20/25

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 Whitefish Bay 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.

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.

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| Indicators | Personal Observation | Reports from Others | Documents | Projects or Activities | Other Sources | 1 | Effect | ivene | ss Ra | ting |
| | | | | | | 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. | | | | | | | 1 | | | |
| 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: | | - | | | | | | | | |

| rofessional growth. | · • | culture | | | | gram | condu | cive to | pupil | learnin |
|--|----------------------|---------------------------|--------------------|---------------------------------|---------------|------|--------|---------|-------|----------|
| | Personal Observation | es Reports from Others | of Ev Documents | dence Projects or Activities | Other Sources | | | | | |
| Indicators | ervation | Others | | ctivities | | E | Effect | ivene | ss Ra | ting |
| | | | | I | | 1 | 2 | 3 | 4 | NA |
| . The District Administrator treats all persons with fairness, dignity and respect. | | | | | | | | | | 112 |
| . The District Administrator promotes a culture of high expectations for self, tudents, and staff performance. | | | | | | | | | | <u> </u> |
| . The District Administrator promotes decisions based on research, expertise of taff, and recommendations of learned societies. | | | | | | | | | | |
| The District Administrator perceives the needs, concerns, and issues of others. | | | | | | | | | | 1 |
| The District Administrator seeks to understand administrative staff and motivates them to reach their potential. | | | | | | | | | | |
| The District Administrator communicates a clear vision of excellence and ontinuous improvement consistent with the goals of the school district. | | | | | | | | | | |
| . The District Administrator identifies, analyzes, and resolves problems using ffective problem-solving techniques. | | | | | | | | | | |
| . The District Administrator assesses factors affecting student achievement and erves as an agent of change for needed improvements. | | | _ | | | | | | | |

| Passible Onnoutrunities for Improvement | | | | | | | | | | | |
|--|--|--------|---------|------|------------|---------|---------|----------|----------|----------|--|
| Possible Opportunities for Improvement: | | | | | | | | | | | |
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| WI Standard 4: Administrator ensures management of the organization's operation | | | | | | efficie | nt, and | d effect | tive lea | rning | |
| | Other Sources Projects or Activities Reports from Others Personal Observation | | | | | | | | | | |
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| | rvat | Others | | ivit | | | | | | | |
| | ion | ers | | ies | | | | | | | |
| Indicators | | | | | | TET | ffecti | venes | s Rai | ina | |
| | | | | | | - | 1110001 | Venes | G ILA | 5 | |
| | | | | | | 1 | 2 | 3 | 4 | NA | |
| 1. The District Administrator makes management decisions to enhance learning and | | | | | | | | | | | |
| teaching. | | | | | | | | ļ | | <u> </u> | |
| 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. | | | | | | | | | <u> </u> | | |
| 5. The District Administrator demonstrates effective organizational skills to achieve school, community, and district goals. | | | | | | | | | | | |
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| 6. When change is needed, decision making is managed through communication, collaboration, and problem solving in the best interest of the district. | | | | | 1 1 | | 1 | ! | 1 | | |

| Standard 5: Administrator models collaborating with families and community munity resources. | T | | | | | nunity | intere | sts and | needs | and n |
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| | | ources | | | | | | | | |
| | Personal Observation | Reports from Others | Documents | Projects or Activities | Other Sources | | | | | |
| Indicators | | | | | | E | Effecti | venes | s Rat | ing |
| | | | | | | 1 | 2 | 3 | 4 | NA |
| The District Administrator is highly visible, actively involved, and communicates ith the larger community. | | | | | | | | | | |
| The District Administrator helps secure community resources to solve school roblems and achieve goals. | | | | | | | | | | |
| The District Administrator seeks and utilizes information about family and ommunity concerns and expectations in the decision making process as appropriate. | | | | | | | | | | |
| The District Administrator promotes opportunities for ideas to be shared within ur administrative team. | | | | | | | | | | |
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| 5. The District Administrator interacts effectively with a group and facilitates the accomplishment of tasks. | | | | ļ | |] | | | | |

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| TraditionAcces | Personal Observation | Reports from Others | Documents | Projects or Activities | Other Sources | | | | | |
| Indicators | | | | | | E | ffectiv | eness | Rati | ing |
| 1. The District Administrator demonstrates a personal and professional code of | | | | | | 1 | 2 | 3 | 4 | NA |
| 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. | | | | | | | | | | |
| Possible Strengths: | 1 | | | L | | | | | | |

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| Tradicators | Personal Observation | Reports from Others | Documents | Projects or Activities | Other Sources | | and and | | D | |
| Indicators | | | | | | E | ittecti | venes | s Kat | ing |
| | | | | | | 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. | | | | | | | | | | |
| Possible Strengths: | <u> </u> | <u> </u> | | | | | | | | |

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