

2010-2011

Planning Year  
Training:  
**Employees**  
(Administrator Evaluation)

Jeannie Rowland  
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USOE – Charter Schools  
[Jeannie.Rowland@schools.utah.gov](mailto:Jeannie.Rowland@schools.utah.gov)

# Appraising the Work of Your Administrator

## **A WISE OLD OWL...**

A wise old owl lived in an oak,  
The more he saw the less he spoke.  
The less he spoke, the more he heard,  
Why can't we be like that wise old bird?

## **NOTICE...**

The objective of all school employees should be to thoroughly analyze all situations, anticipate all problems prior to their occurrence, have answers for those problems, and move swiftly to solve those problems when called upon!

We realize, however, that when you are up to your derriere in alligators, it is difficult to remember that your initial objective was to drain the swamp.

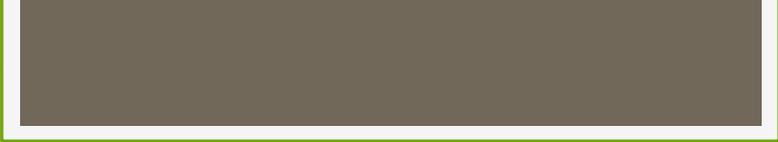


## 7 Step Sequence for Designing Performance Review

1. Determine responsibility
2. Development & Timetable
3. Set expectations
4. Conduct review
5. Develop action plan
6. Review process
7. Repeat steps 1-6

# What is Good Evaluation?

- Fair
- Measures elements that determine successful educational leadership
- Includes focus on student data, achievement, and growth
- Supports administrator's performance
- Helps the board better understand the principal's job
- Improves communication
- Written in straightforward language with clear instructions
- Year-round activity, not an end-of-the-year "gotcha" or letter of praise



# Sample Evaluation Tools

# Discussion Questions

1. What are your board's assumptions about which skills are "coachable" and which skills a principal candidate must already possess upon entry?
2. How will you know your principal selection process aligns to the job description, school's mission, etc.? How will you successfully screen for these qualities?
3. How will you structure scaffolds to ensure your new principal is supported as they open a school and lead for the first year?
4. Will coaching sessions be arranged with another charter school administrator? A retired administrator? Another leader? Will contact be frequent, structured and focused? How will your board match coaches with your principal?
5. What types of targeted training will your principal receive? Are training topics differentiated by principal experience and need?
6. Will principal performance metrics be explicit, clear and based on measurable and observable data rather than on subjective criteria? Will subjective/anecdotal information be included?
7. How do you plan to attend to your principals' learning needs for all levels of development (e.g. pre-service to veteran)?
8. What strengths does your board have to aid in the principal selection and development process? Where are the gaps? How will you fill gaps?