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**Lead Person Evaluation Tool**

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| **Standard #1: General Responsibilities**  **The Lead Person is the educational leader who promotes the success of all students by maintaining a focus on professional, legal, and policy obligations to ensure smooth operation of**  **the district** | **Commendable** *Consistently exceeds stated board*  *expectations. Performance is noticeably better than meets expectations .* | **Meets Expectations** *Meets stated expectations.*  *Performance is professional, proficient,*  I *and*  j  ; *appropriate.* | **Needs Improvement** *Stated expectations are met infrequently .*  *Performance comes close to acceptable*  *but further* | **Unsatisfactory** *Stated expectations are not met.*  *Performance is below acceptable, significant*  *improvement is required.* | **Not Observed** *Not enough*  *personal experience to make a judgment. Neither*  *positive* |
|  |  |  | *development* |  | *nor* |
|  |  |  | *is needed.* |  | *negative.* |
| l) Improves the quality of educational programs and services to students. |  |  |  |  |  |
| 2) Recommends policies for Board adoption and implements the adopted  policies. |  |  |  |  |  |
| 3) Fulfills all statutory obligations and implements the Education law of the State of NJ and the Administrative Code  of the NJ DOE. |  |  |  |  |  |
| 4) Provides leadership in identification of priorities and assures that all activities reflect those  Board established priorities. |  |  |  |  |  |
| 5) Prepares and recommends short and long-range plans for Board approval and implements those plans  when approved. |  | I |  |  |  |

**Comments and Examples:**

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| **Standard #2? Instructional**  Leadership;  **The Lead Person** is the **educational leader who promotes the success of all students by advocating, nurturing, and sustaining a culture and instructional program conducive to student learning and staff professional development.** | **Commendable** *Consistently exceeds stated board expectations.*  *Performance is noticeably better than meets expectations.* | **Meets Expectations** *Meets stated expectations. Performance is professional, proficient, and appropriate.* | **Needs Improvement** *Stated expectations are met infrequently.*  *Performance comes close to acceptable*  *but further development*  *is needed.* | **Unsatisfactory** *Stated expectations are not met.*  *Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment.*  *Neither positive*  *nor negative.* |
| 1) Directs and supervises the administrative staff to assure that the goals of the school system are adequately reflected in its educational program and  operations. |  |  |  |  |  |
| 2) Recommends for Board adoption curricula, courses, textbooks, and the five-year curriculum  renewal schedule. |  |  |  |  |  |
| 3) Encourages staff to develop programs, services, and projects focused on improving  student achievement. |  |  |  |  |  |
| 4) Recommends and  implements the district's  professional development plan |  |  |  |  |  |
| 5) Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified  needs. |  |  |  |  |  |
| 6) Develops guidelines and directions for monitoring the effectiveness of  existing and new programs | I |  |  |  |  |

**Comments and Examples:**

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| **Standard #3** **Personnel**  **Administration:** | **Commendable**  *Consistently*  *exceeds stated board expectations.*  *Performance is noticeably better than meets*  *expectations.* | **Meets Expectations** *Meets stated expectations. Performance is professional, proficient, and*  *appropriate.* | **Needs Improvement** *Stated expectations*  *are met infrequently. Performance comes close to acceptable but further development is needed.* | **Unsatisfactory** *Stated expectations are not met.*  *Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience to make a judgment.*  *Neither positive nor negative.* |
| **The Lead Person** is the  **educational leader who promotes the success of all students by providin2 oversight for a comprehensive human resource program (recruitment, retention, staffing, organization, staff reco20ition, support and compensation and benefits) tied to defined goals and**  **targets.** |
| 1) Provides direction and supervision in the development and implementation of sound personnel practices, including clearly defined roles, duties, responsibilities and  current job description |  |  |  |  |  |
| 2) Develops recruitment procedures to assure well- qualified applicants for all positions and recommends  appointments to the Board. |  |  |  |  |  |
| 3) Provides direction and acts as resource in negotiations. Supervises administration of collective bargaining  agreements. |  |  |  |  |  |
| 4) Assures that all staff is evaluated annually in accordance with established procedures. |  |  |  |  |  |
| 5) Recommends professional employees for contract renewal and/or tenure appointment in a timely  manner. | I |  |  |  |  |

**Comments and Examples:**

#### Standard #4: Financial Management

**The Lead Person** is the

#### educational leader who promotes the success of all students by mana2iog the budget development, implementation, and monitoring process that reflects sound fiscal practices and supports district goals.

1. Provides direction to and supervision of school business functions. Ensures implementation of sound business practices.
2. Initiates and supervises development of the annual budget, including parameter setting with the Board based upon district

·goals.

1. Assures that the district has long-range financial and facility improvement plans which are updated annually
2. Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care.
3. Assures funds are spent appropriately by providing adequate controls and accounting of the district's financial and physical resources.

**Commendable** *Consistently exceeds stated board expectations.*

*Performance is*

*noticeably better than meets expectations.*

**Meets Expectations** *Meets stated expectations.*

*Performance is*

*Professional, proficient,*

*and appropriate.*

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**Needs Improvement** *Stated expectations are met infrequently .*

*Performance comes close to acceptable but further development is needed.*

**Unsatisfactory** *Stated expectations are not met.*

*Performance is below acceptable, significant improvement is required.*

**Not Observed** *Not enough personal experience to make a judgment.*

*Neither positive nor*

*negative.*

**Comments and Examples:**

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| **Standard #5: Chief Executive**  **-Officer:**  **The Lead Person is the educational leader who promotes the success of all students by modeling appropriate administrative behavior, promoting a climate of mutual respect and trust, and establishing a professional working relationship with the Board**  **of Education.** | **Commendable** *Consistently exceeds stated board*  *expectations. Performance is noticeably better than meets*  *expectations.* | **Meets Expectations** *Meets stated expectations.*  *Performance*  *is professional, proficient, and appropriate.*  r  ' | **Needs Improvement** *Stated expectations are met infrequently.*  *Performance comes close to acceptable but further development*  *is needed.* | **Unsatisfactory** *Stated expectations are not met.*  *Performance is below acceptable, significant improvement is required.* | **Not Observed** *Not enough personal experience*  *to make a judgment. Neither positive nor negative.* |
| 1) Attends all regular and special meetings of the Board, and participates in a professional leadership role. Designates an administrative staff member to serve in his/her  absence, when appropriate. |  |  |  |  |  |
| 2) Prepares, in conjunction with the Board President, agenda recommendations  for all matters requiring Board action |  | I |  |  |  |
| 3) Provides information,  advice, and counsel, to the Board on matters before it. |  |  |  |  |  |
| 4) Demonstrates professionalism by acting with integrity, fairness,  and in an ethical manner. |  |  |  |  |  |
| 5) Anticipates potential  problems and recommends policies or solutions. |  |  |  |  |  |
| 6) Keeps Board informed regarding developments in other districts or at State and national levels that would be helpful to the  district. | ' |  |  |  |  |

**Comments and Examples:**

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| **Standard #6: School/Community** | **Commendable** *Consistently exceeds stated board*  *expectations. Performance is noticeably better than meets*  *e expectations.* | **Meets Expectations** *Meets stated expectations. Performance is professional,*  ' *proficient, and*  / *appropriate.* | **Needs Improvement** *Stated expectations are met infrequently .*  *Performance comes close to acceptable but further development*  *is needed .* | **Unsatisfactory** *Stated expectations are not met.*  *Performance is below acceptable, significant improvement is required* | **Not Observed** *Not enough personal experience to make a judgment.*  *Neither positive nor*  *negative.* |
| **Relations:**  **The Lead Person is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to mobilize community**  **resources.** |
| 1) Communicates with the community by explaining programs and services, reporting plans, events,  and activities of interest. |  |  |  |  |  |
| 2) Maintains contact and good relations with local  media. |  |  |  |  |  |
| 3) Assures that the district interests will be represented in meetings and activities of municipal  and other governmental agencies. |  |  |  |  |  |
| 4) Creates opportunities for residents to express their views regarding school-  related matters. |  |  |  |  |  |
| 5) Represents the school system and its interests in community organizations,  activities and projects. |  |  |  |  |  |

**Comments and Examples:**

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**Overall Consideration of Standards** - points identified through this portion of the evaluation may provide assistance in the preparation of the summary evaluation document.

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**Of the standards listed above, which is the Lead Person 's greatest strength? How does this strength directly contribute to the attainment of the district goals and increase student**

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**achievement?**

### In support of continued improvement in student achievement, which standard do you think deserves the **Lead Person** 's increased focus an/ d attention?

### What assistance should the Board provide to enhance the **Lead Person**'s strengths and promote the achievement of the school’s goal