

Appendix 5: Personnel Evaluation Forms

Forms are currently under development; however, the Academy has created policy for teacher evaluations, and the principal's evaluation.

Evaluation of Non-administrative Certificated Staff:

Evaluation of the performance and/or accomplishments of individual staff members is an important process in improving the effectiveness and efficiency of the school. Staff are expected to perform the duties identified in their job descriptions in addition to any additional responsibilities that may be assigned by their administrator.

The Board shall develop a system for evaluating staff. Such a system shall provide for supervisory assignments for staff evaluation; observations; evaluation of new staff; criteria and related forms to be used for evaluating teachers, educational staff associates, and classified staff; observation and evaluation procedures; and probationary action; and non-renewal procedures. All principals and administrators with staff evaluation responsibilities shall be appropriately trained and shall be expected to demonstrate the necessary skills to implement the staff evaluation plan of the school. The school may require the teacher to take in-service training provided by the school in the area of teaching skills needing improvement. The Board shall annually assess the quality of evaluation.

The performance of staff shall be observed for a period of thirty (30) or more minutes at least twice per year for the purpose of evaluation except that new staff, certificated and classified, shall be at least observed for the purpose of evaluation once for a period of thirty (30) minutes or more within ninety calendar days after commencement of employment. Staff whose performance does not meet minimum requirements shall be informed of the deficiencies and afforded the opportunity to improve.

Evaluation of Administrative Certificated Staff:

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/ her assignment. Such evaluation shall be based on his/her job description, accomplishment of annual goals and performance objectives, and established evaluative criteria.

The Board shall develop procedures for these evaluations. Prior to the beginning of the school year, the Board shall inform the principal of the criteria to be used for evaluation purposes, including the adopted goals for the school. Such criteria shall include: performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation. The Board and principal shall sign the written report and retain a copy for their respective records. The principal shall have the right to submit and attach a written disclaimer to his/her evaluation following the conference.

Principal's evaluation shall include:

Standard 1: Strategic Leadership

The principal creates conditions that result in strategically re-imagining the school's vision, mission, and goals to support a 21st Century blended, highly differentiated and student-centered system of teaching and learning and creates a climate and culture of inquiry that challenges the school community to continually re-purpose itself and continually address the diverse needs of teachers and learners as evidenced by the school's data.

Standard 2: Instructional Leadership

The Principal sets high standards for the professional practice of 21st century teaching and learning. The principal demonstrates ability to align instruction and assessment that results in an accountable, blended student-centered environment where statistically significant student growth is evident. The school executive is thoroughly knowledgeable of student-centered learning principles, differentiated and blended instruction and 21st Century teaching and learning best practices

Standard 3: Cultural Leadership

Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals. The principal demonstrates the ability to change the culture and climate of the school as needed to align with school's goals of improving student and adult learning as evidenced by the school's data.

Standard 4: Human Resource Leadership

The principal ensures that the school is a professional learning community and that systems are in place which result in effective recruitment, induction, individualized support/development, evaluation, and retention of highly effective staff. The principal provides the necessary leadership for teachers to be actively engaged in local, state, national and international professional learning communities to impact teaching and learning in a positive manner as evidenced by the school's data.

Standard 5: Managerial Leadership

The principal works collaboratively and cooperatively with school stakeholders to ensure that the school has systems in place for timely and accurate budgeting, staffing, local, state and federal reporting, problem-solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal monitors the school budget, required school reports and data on a real-time basis to make informed decisions about comprehensive school improvement.

Standard 6: External Development Leadership

The principal proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as "stockholders" in the school, including the creation and active involvement of the School Reinvention Team The principal works collaboratively and cooperatively with school stakeholders to design, implement and evaluate systems that result in community engagement, support, ownership, and transparency of school operations all of which results in statistically significant increases in parent involvement and active community partnerships as reflected by school data