

EVALUATION OF ADMINISTRATIVE STAFF

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The District Administrator shall ensure that all other licensed administrators employed by the School Board are evaluated in writing at least once a year following the standards that match the Educator Effectiveness model, with more frequent formal or informal evaluations being strongly encouraged. The District Administrator shall further ensure that each such administrator has been evaluated at least once within each 12-month period that precedes either (1) any date that the Board votes on extending or renewing the administrator's contract in the situation where the individual's job performance (and not the elimination of the position) is the primary consideration relevant to the decision; (2) any date the Board permits, by operation of law or contract, any extension or renewal of the administrator's contract; or (3) any date the District Administrator recommends that the Board approve an individualized adjustment to the compensation of any administrator.

In addition to the expectations established above, all newly hired administrators shall be evaluated in writing at the end of their first year of employment with the District.

The Board delegates to the District Administrator the responsibility for defining and implementing the specific procedures, criteria and instruments that will be used to conduct the performance evaluations of other administrative personnel, provided that they are consistent with state law and the following general parameters:

1. The Board-adopted position description, including the key job-related activities defined therein, shall be reflected in evaluation criteria or otherwise assessed in an evaluation narrative;
2. The data used to evaluate an administrator shall include, but is in no way limited to, information that is based upon observation of the individual's performance;
3. Consistent with the Board's expectation that all employees should strive for continuous improvement and seek regular opportunities for professional growth, the overall evaluation process should include both a formative and summative component. The formative component should include goal setting and the identification of appropriate professional development activities;
4. Another administrator licensed by the Department of Public Instruction, and usually an individual serving in a supervisory role within the District, shall have primary responsibility for directing the evaluation process and producing the culminating, summative performance evaluation record applicable to any period covered by a written evaluation. This sentence does not prevent others from participating in, or providing data/information that is relevant to the evaluation process;
5. Normally, the core evaluation criteria and the basic evaluation procedures that are identified and used for similar administrative positions should themselves be substantially similar, although the District Administrator may depart from this general premise if he/she determines that there is a sound basis for doing so;
6. A component of each administrator's performance evaluation shall be an assessment of the manner in which the administrator monitors and evaluates the performance of the individuals who are supervised by the administrator; and
7. Other major areas to be covered within the administrative evaluation process, when applicable to the position, shall include the extent to which the administrator:

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- a. Demonstrates leadership in establishing, monitoring, and improving curriculum, instruction and assessment in a manner aligned with school and district goals, including especially those goals focused on attaining high levels of student achievement;
- b. Engages in effective interpersonal and group communication with relevant constituencies;
- c. Demonstrates effective problem-solving skills;
- d. Engages in effective long-term planning and translates strategic priorities into tangible action steps;
- e. Effectively manages staff, resources and operations with the goal of establishing and maintaining a safe, efficient and effective environment for student learning;
- f. Demonstrates initiative and encourages innovation while adhering to applicable legal requirements, district policies, and supervisory direction;
- g. Shows respect for others and models the character traits, behaviors, and attitudes that the school district encourages in all of its staff members and students, including honesty, integrity, personal accountability, adaptability, resiliency, and professionalism;
- h. Fosters and encourages a positive culture within the applicable school, program, or department; and
- i. Demonstrates an understanding of and an appropriate sensitivity to the larger social, cultural, economic, legal and political contexts that affect education.

The District Administrator shall inform the Board of any significant changes to the District's administrative staff evaluation processes as implemented under this policy.

Legal References:

Wisconsin Statutes

[Section 115.415](#)

[Section 118.24](#)

[Section 120.12\(2m\)](#)

[Section 121.02\(1\)\(a\)](#)

[Section 121.02\(1\)\(b\)](#)

[Section 121.02\(1\)\(a\)](#)

Wisconsin Administrative Code

[PI 8.01\(2\)\(a\)](#)

[PI 8.01\(2\)\(a\)](#)

[PI 34.003](#)

[PI 47](#)

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