

PERFORMANCE EVALUATION: DIRECTOR

DIRECTOR:	SCHOOL YEAR:	MID-YEAR: <input type="checkbox"/>	YEAR-END: <input type="checkbox"/>
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KEY: SA—Needs Special Attention to achieve Charter Standard; DA—Developing Achievement of Charter Standard; CD—Consistently Demonstrates Charter Standard

INSTRUCTIONS: For each Area of Responsibility, mark the appropriate performance level with an 'X'. For areas in which the Director significantly and consistently exceeds Charter standard, mark **CD** with an '*'. Account for the Director's experience when determining performance level. In **Notes** include information supporting performance levels for all areas not marked **CD**, any suggestions for growth and development, any areas of notice not listed, and an overall sense of Director's performance.

PROGRAM MANAGEMENT				STAFF MANAGEMENT			
Area of Responsibility	SA	DA	CD	Area of Responsibility	SA	DA	CD
Student Assessment				Staff Development			
Student Progress				Staff Support			
Student Behavior				Board Communication: Staff			
Program Evaluation				Staff Counseling			
Charter-specific: Program Promote College Culture Integrate Culturally Relevant Curriculum				Staff Empowerment			
Special Education: Compliance				Staff Deployment			
Special Education: Student Progress				Staff Morale			
Laws, Policy & Procedures				Conflict Resolution			
Safety & Liability				Compliance			
Finances & Resources				Policy & Procedures: HR			
Documentation				Documentation			
Notes:				Notes:			

PUBLIC RELATIONS				PROFESSIONAL CONDUCT AND DEVELOPMENT			
Area of Responsibility	SA	DA	CD	Area of Responsibility	SA	DA	CD
Communication with Staff and Board				Charter Consistency Close the opportunity gap Nurture students in their native culture			
Communication & Rapport with Parents Professionalism in written communication Timely notifications to parents (within 2 weeks) of lottery selections in March				Punctuality and Attendance			
Confidentiality				Professional Appearance			
Community Relationships				Rapport with Students			
Charter Promotion Professionalism in marketing & online communication				Rapport with Staff and Board			
School Activities				Professional Development			
Parent Organization Relations				School Policy			
Documentation				Self Assessment			
Notes:				Notes:			

EVALUATOR'S SIGNATURE
DIRECTOR'S SIGNATURE

DATE
DATE

If director consistently demonstrates standard he or she will have completed the tasks and achieved results described in each area of responsibility. Each of these areas is defined with a focus on engaging, empowering, and facilitating the success of all students at Mana Academy.

PROGRAM MANAGEMENT

Student Assessment: Students are assessed at year's beginning for placement and throughout the year for progress and placement adjustment. Director is aware of students who assess below standard and works with teachers to develop individual achievement plans.

Student Progress: Students have individual achievement plans that are effective and help students to improve. Students who make progress are placed properly. Student achievement is in line with state and federal standards, and the school's charter.

Student Behavior: Teachers use Love & Logic in classrooms. Students uphold behavior standards in and out of classrooms. Escalated behavior issues are handled consistently and in compliance with law and policy.

Program Evaluation: Director collects and interprets student data to measure program's success, and seeks and accepts feedback from students, parents, staff, and the board. Needed adjustments for program improvement are made and staff are trained in implementation.

Charter-specific: All aspects of program further the school's mission and conform with charter. Director's management is consistent with principles and methods outlined in charter. Program uses all aspects of the charter, including _____.

Promote College Culture.

Integrate Culturally Relevant Curriculum.

Special Education Compliance: State laws and regulations regarding special education students and programs are known and followed. SpEd staff are properly trained and has necessary certifications and licenses and attend required meetings.

Special Education Student Progress: IEPs are followed and updated as necessary, and students make adequate progress. General education teachers are aware of IEP requirements and follow them with students in their class. Director is aware of special ed student progress.

Policies & Procedures: Laws, regulations and school policy regarding educational program are followed.

Safety & Liability: School grounds, facility, and classrooms are clean and free from unnecessary safety risks. Supervision of students is adequate to ensure safety. Injuries and safety concerns are handled quickly and in a way that limits school's liability.

Finances & Resources: Director is aware of and operates within approved budgets. Financial resources are used to procure the resources necessary for successful implementation of academic program. Director keeps business office aware of expenses and financial matters.

Documentation: Director keeps accurate and comprehensive records of academic program results, and of student behavior issues. Changes are documented and records kept in accordance with state law and school policy.

PUBLIC RELATIONS

Communication with Staff and Board: Staff is aware of school policies, happenings, and mission. Director keeps board aware of escalated issues and overall program effectiveness and student progress. Survey results show that communication is effective.

Communication with Parents: Parents are aware of their children's progress. Consistent and effective communication takes place between the school and parents. Parents are made aware of behavior and academic concerns, and conferences are handled effectively and confidentially. Director has a positive rapport with parents.

Confidentiality: Director protects the confidential nature of information regarding students and employees. Confidential records are stored and kept according to law and policy. Gossip is discouraged and addressed when it occurs.

Community Relationships: Director seeks to and builds relationships with outside organizations to support school's mission. Community organizations support school activities and programs. School has positive relationship with regulatory agencies.

Charter Promotion: Director publicizes and promotes school's mission in all public communication, including to parents, outside organizations, and staff.

School Activities: Activities are created and evaluated to promote school's program and mission. Parents are involved in creating and managing activities. Student participation is appropriate.

Parent Organization Relations: Director collaborates with MAPA on all activities and programs. Parent Nights serve to build parent support for and involvement in school.

Documentation: Records are kept of communication and activities. Results are analyzed for effectiveness.

STAFF MANAGEMENT

Staff Development: Staff meetings and trainings support the school's mission and improve instruction and academic results. Individual teachers have and meet goals targeted to their own performance. Director is aware of individual teacher strengths, concerns, and growth.

Staff Support: Staff is supported by director and administration according to school policy and mission. Violations of policy are corrected appropriately. Survey results show that staff recognizes administrative effectiveness and support.

Mission, Vision, Values: Director uses all staff training and interaction to promote school's mission and charter. Director's work and management demonstrate commitment to charter and mission in work.

Staff Counseling: Director manages staff using the same positive discipline techniques and principles as used in classrooms. Counseling and employee discipline is handled appropriately to build morale, improve performance, and comply with the law.

Staff Empowerment: Instructional staff has control over their own classrooms within the bounds of the charter and school policy. Director delegates authority and responsibility to staff to encourage growth. Director coordinates with other administrators and allows all their authority over assigned responsibility.

Staff Deployment: All staff are used efficiently and effectively to ensure safety and reduce liability. Class time, lunch and recess staffing is appropriate. Other responsibilities do not interfere with successful classroom instruction or focus.

Staff Morale: Survey results show that staff morale is high. An overall positive attitude is evident in the staff's knowledge of the mission and vision of Mana Academy at the school and in classrooms.

Conflict Resolution: Director manages conflict among staff fairly and within law and policy. Investigations into grievances are handled confidentially and quickly. Results and action are based on facts and are consistent with law and policy, and lead to necessary change.

Licensure Compliance: Instructional staff has necessary certifications and licenses, or are working within law to do so. Director is aware of teacher progress toward certification and renewals. Early teachers are mentored according to law and policy and to improve instruction.

HR Policy & Procedures: Director develops and uses procedures to ensure that all staff are paid and tracked properly and receive appropriate benefits. Files are kept up-to-date for all employees. Director works with business manager to ensure that all policies are followed. All employees receive background checks in a timely manner.

Documentation: Director documents all HR issues and employee counseling. Documentation is kept confidential and retained according to law and policy.

PROFESSIONAL CONDUCT AND DEVELOPMENT

Charter Consistency: Director knows, understands, and implements school's charter and mission. Director reads and references the charter and applies it in all aspects of performance. **Close the opportunity gap. Nurture students in their native culture.**

Punctuality and Attendance: Director arrives at school and remains throughout the school day according to schedule. Director attends required state meetings. Director follows policy for absences and leave, and is not absent from school during key times or more than five percent of school days.

Professional Appearance: Director follows school dress and grooming standards.

Rapport with Students: Director is visible to students around the school and in classrooms. Director takes opportunities to interact with students and build relationships. Students interact with director on regularly and not only for escalated behavior and academic concerns.

Rapport with Staff and Board: Director builds positive relationships with staff and board members. Survey results show that such a positive relationship exists.

Professional Development: Director uses efficient and effective methods to learn new skills and grow professionally. Director attends required training. PD activities are consistent with school's charter and mission. PD activities do not adversely affect school attendance or program management.

School Policy: Director knows and abides by school policy. Director creates and follows procedures within such policy. Director follows procedures in areas of others' responsibility.

Self-Assessment: Director analyzes his own performance and is aware of areas of needed growth. Director accepts responsibility for own performance and improves when appropriate.