

The Administrative Observer

Preview of Twenty Useful Templates

The bundle of Twenty Useful Templates illustrates a wide variety of possible uses for The Administrative Observer. Each can be used “as is” or modified.

It is important to review and approve the language prior to first use to ensure it is a good match for your intended use and is consistent with all policies in effect in your district.

Click the links below to view template content. A variety of output styles (not shown) are available with no additional formatting.

Templates for Certified Staff

[ES Teacher Bell to Bell Observation](#)
[MS Teacher Bell to Bell Observation](#)
[HS Teacher Bell to Bell Observation](#)
[Reading Walkthrough Observation](#)
[Routine Walkthrough Observation](#)
[Walkthrough Observation \(Dichotomous\)](#)
[Walkthrough Series \(Running Record\)](#)

Templates for Use with Students

[Home / School Partnership](#)
[Student Behavior #1](#)
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Templates for Support Staff

[Bathroom Cleaning Observation](#)
[Bus Driver Evaluation](#)
[Classroom Cleaning Observation](#)
[Custodian Evaluation](#)
[Custodian Observation Series](#)
[Instructional Aide Evaluation](#)
[Kitchen Staff Evaluation](#)
[Office Cleaning Observation](#)
[Office Staff Evaluation](#)

Miscellaneous Templates

[Blank Template](#)
[Coaching Evaluation](#)
[Principal’s Annual Evaluation](#)
[Superintendent’s Building Visit](#)

All observation and evaluation documents can be tailored or customized to reflect your district’s needs!

Summary of Instructional Observation

Teacher: Sally Jones

Date Observed: 02/15/2011

Class: Life Science

Time: 3rd Hour

Observer: Bill Craig

Students present: 26

Preparation

Mrs. Jones prepared a complete and thorough lesson plan prior to class. Meaningful activities sufficient to fill the available class time were planned and appropriate instructional materials were used. Mrs. Jones clearly expressed the purpose of the lesson and made it clear to students why the lesson was important for them to learn.

Quality Indicators are shown below.

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clearly stated instructional purpose & established why lesson is important for students to learn.
- Grouped students for instruction based on student characteristics other than ability.
- Reviewed student work from previous period.

Components of the lesson

Mrs. Jones skillfully included the necessary parts of a good lesson. The following components were clearly in evidence: introduction and anticipatory set, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided analogous practice, independent practice, and closure.

Quality Indicators are shown below.

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Modeling of desired outcomes.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

Instructional Performance

Mrs. Jones began the class with a brief quiz and a systematic review of recent material to reinforce concepts related to the lesson. Homework was reviewed but not collected. Instruction regarding _____ followed the review. Mrs. Jones used the overhead projector to illustrate a series of examples in a variety of formats. Counter examples were also used. Following guided practice, Mrs. Jones monitored student work and helped students as needed.

Quality Indicators are shown below.

- Conveyed enthusiasm for lesson content and successfully motivated student participation.
- Demonstrated appropriate understanding of characteristics of early adolescence.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Incorporated manipulatives and hands-on materials into the lesson.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

Assessment and feedback to students

Mrs. Jones used a brief quiz and intermittent student recitation to assess the extent to which students understood the lesson. Questions tended to be literal in nature and to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were minimal.

Quality Indicators are shown below.

- Systematically assessed understanding of all students in the class.
- Required meaningful recitation from all students.
- Followed incorrect answers with probing questions for clarity.
- Required production from all students.
- Effectively used wait time following questions to increase student engagement.
- Provided timely and constructive feedback to students.
- Encouraged student self-evaluation.

Classroom Management

Students were well behaved under Mrs. Jones's direction. A genuine caring relationship with the students was evident. Mrs. Jones's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

Quality Indicators are shown below.

- Arranged and decorated the classroom to enhance learning.
- Routinely called students by name throughout the lesson.
- Demonstrated empathetic understanding of student questions.
- Systematically monitored student work to ensure engagement.
- Clearly expressed and applied behavior expectations.
- Maintained high level of on-task behaviors throughout the class period.
- Made good use of non-verbal cues.
- Overlooked minor infractions appropriately.
- Made good use of classroom aide and parent volunteers.
- Prepared and used stations and work centers throughout the room to enhance learning.

Commendations

Mrs. Jones was well prepared for this class and kept students on task appropriately. A genuine caring relationship with the students was evident. Students were focused and engaged throughout the period.

Recommendations

1. Consider addressing your questions to a particular student and then waiting for an answer. The power of your questions may be increased by asking students to explain why an answer is right or wrong.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Summary of Instructional Observation

Teacher: Sally Jones

Date Observed: 02/15/2011

Class: Math

Time: 1st Hour

Observer: Bill Craig

Students present: 24

Preparation

Mrs. Jones prepared a complete and thorough lesson plan prior to class. Meaningful activities sufficient to fill the available class time were planned and appropriate instructional materials were used. Mrs. Jones clearly expressed the purpose of the lesson and made it clear to students why the lesson was important for them to learn.

Quality Indicators.

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clear statement of instructional purpose.
- Established why lesson is important for students to learn.
- Reviewed student work from previous period.

Components of the lesson

Mrs. Jones skillfully included the necessary parts of a good lesson. The following components were clearly in evidence: introduction and anticipatory set, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided analogous practice, independent practice, and closure.

Quality Indicators.

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Modeling of desired outcomes.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

Instructional Performance

Mrs. Jones began the class with a brief quiz and a systematic review of recent material to reinforce concepts related to the lesson. Homework was reviewed but not collected. Instruction regarding _____ followed the review. Mrs. Jones used the overhead projector to illustrate a series of examples in a variety of formats. Counter examples were also used. Following guided practice, Mrs. Jones monitored student work and helped students as needed.

Quality Indicators.

- Conveyed enthusiasm for lesson content and successfully motivated student participation.
- Demonstrated appropriate understanding of characteristics of early adolescence.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Incorporated appropriate exploratory activities.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

Assessment and feedback to students

Mrs. Jones used a brief quiz and intermittent student recitation to assess the extent to which students understood the lesson. Questions tended to be literal in nature and to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were minimal.

Quality Indicators.

- Systematically assessed understanding of all students in the class.
- Required meaningful recitation from all students.
- Followed incorrect answers with probing questions for clarity.
- Required production from all students.
- Effectively used wait time following questions to increase student engagement.
- Provided timely and constructive feedback to students.
- Encouraged student self-evaluation.

Classroom Management

Students were well behaved under Mrs. Jones's direction. A genuine caring relationship with the students was evident. Mrs. Jones's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

Quality Indicators.

- Arranged and decorated the classroom to enhance learning.
- Routinely called students by name throughout the lesson.
- Demonstrated empathetic understanding of student questions.
- Systematically monitored student work to ensure engagement.
- Clearly expressed and applied behavior expectations.
- Maintained high level of on-task behaviors throughout the class period.
- Made good use of non-verbal cues.
- Overlooked minor infractions appropriately.
- Consistently applied school rules in a firm, fair manner.

Commendations

Mrs. Jones was well prepared for this class and kept students on task appropriately. A genuine caring relationship with the students was evident. Students were focused and engaged throughout the period.

Recommendations

1. Consider addressing your questions to a particular student and then waiting for an answer. The power of your questions may be increased by asking students to explain why an answer is right or wrong.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Summary of Instructional Observation

Teacher: Sally Jones

Date Observed: 02/15/2011

Class: History

Time: 9:00 - 9:45

Observer: Bill Craig

Students present: 28

Preparation

Mrs. Jones prepared a complete and thorough lesson plan prior to class. Meaningful activities sufficient to fill the available class time were planned and appropriate instructional materials were used. Mrs. Jones clearly expressed the purpose of the lesson and made it clear to students why the lesson was important for them to learn.

Quality indicators are shown below.

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clear statement of instructional purpose.
- Established why lesson is important for students to learn.
- Reviewed student work from previous period.

Components of the lesson

Mrs. Jones skillfully included the necessary parts of a good lesson. The following components were clearly in evidence: introduction and anticipatory set, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided analogous practice, independent practice, and closure.

Quality indicators are shown below.

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Modeling of desired outcomes.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

Instructional Performance

Mrs. Jones began the class with a brief quiz and a systematic review of recent material to reinforce concepts related to the lesson. Homework was reviewed but not collected. Instruction regarding _____ followed the review. Mrs. Jones used the overhead projector to illustrate a series of examples in a variety of formats. Counter examples were also used. Following guided practice, Mrs. Jones monitored student work and helped students as needed.

Quality indicators are shown below.

- Conveyed enthusiasm for lesson content.
- Successfully motivated student participation.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Effectively incorporated manipulatives and hands-on materials.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

Assessment and feedback to students

Mrs. Jones used a brief quiz and intermittent student recitation to assess the extent to which students understood the lesson. Questions tended to be literal in nature and to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were minimal.

Quality indicators are shown below.

- Systematically assessed understanding of all students in the class.
- Required meaningful recitation from all students.
- Followed incorrect answers with probing questions for clarity.
- Required production from all students.
- Effectively used wait time following questions to increase student engagement.
- Provided timely and constructive feedback to students.
- Encouraged student self-evaluation.

Classroom Management

Students were well behaved under Mrs. Jones's direction. A genuine caring relationship with the students was evident. Mrs. Jones's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

Quality indicators are shown below.

- Arranged and decorated the classroom to enhance learning.
- Routinely called students by name throughout the lesson.
- Demonstrated empathetic understanding of student questions.
- Systematically monitored student work to ensure engagement.
- Clearly expressed and applied behavior expectations.
- Maintained high level of on-task behaviors throughout the class period.
- Made good use of non-verbal cues.
- Overlooked minor infractions appropriately.
- Consistently applied school rules in a firm, fair manner.

Commendations

Mrs. Jones was well prepared for this class and kept students on task appropriately. A genuine caring relationship with the students was evident. Students were focused and engaged throughout the period.

Recommendations

1. Consider addressing your questions to a particular student and then waiting for an answer. The power of your questions may be increased by asking students to explain why an answer is right or wrong.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Reading Walkthrough Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: Reading

Time: 3rd Hour

Observer: Bill Craig

Students present: 18

Perceptions

I saw many good things when I visited your classroom. My thoughts are summarized below.

- Friendly, welcoming classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Teacher skillfully guiding instruction.
- Skillful classroom management.
- Comprehension checks at a variety of levels.
- Routine use of context clues.
- Systematic vocabulary instruction in meaningful context.
- Skillfully phrased follow-up questions.
- IEP documents reflected in the daily instructional plan.

Reflections

I would encourage you to reflect on those items listed below and consider what improvements, if any, you should consider.

- No recommendations at this time.
- Keep up the good work.
- Student engagement.
- Daily student recitation.
- Classroom management.
- Classroom decor.
- Frequent, high quality feedback to students.
- Questioning technique.
- Appropriately differentiated instruction.
- Instruction must reflect the accommodations expressed in IEP documents.

Comments

It is a pleasure to watch a masterful teacher at work.

Bill Craig
Principal

Date

Walk Through Observation Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: Language Arts

Time: 5th Hour

Observer: Bill Craig

Perceptions

I saw many good things when I visited your classroom today. My perceptions are summarized below.

Quiet, orderly classroom atmosphere.
Students appropriately engaged in meaningful activities
Meaningful recitation from all students.
Teacher skillfully guiding direct instruction.
Friendly, welcoming classroom environment.
Skillful classroom management.

Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

No recommendations at this time.
Keep up the good work.
Classroom management.
Student engagement.
Daily student recitation.
Comprehension aides - - vocabulary overviews and/or concept organizers.
Classroom decor.
Use of appropriate technology.
Questioning technique.

Comments

Your classroom seems to be a place where children enjoy learning from a skillful teacher. My compliments.

Bill Craig
Principal

Date

Walkthrough Observation Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Class: English

Time: 3rd Hour

Observer: Bill Craig

Students present: 25

Preparation

Appropriate activities filled the available class time.

All available class time should be filled with appropriate learning activities.

A clear statement of instructional purpose established why the lesson is important for students to learn.

A clear statement of instructional purpose would clarify why it was important for students to learn this lesson.

Appropriate accommodations for special needs students were in place.

Appropriate accommodations for special needs students were lacking.

Components of the lesson

The structural components of a good lesson were present.

Some necessary components of a good lesson were missing. Their absence diminished your effectiveness.

The content addressed was meaningful, substantive, and developmentally appropriate.

More attention to quality content would have improved this lesson.

Appropriate adjustments were made in the structure of the lesson to accommodate special needs students.

Accommodations guaranteed to special needs students through their IEP's were not in evidence.

Instructional Technique

Your enthusiasm for the lesson seemed to inspire student engagement.

Your approach to this lesson did not seem to inspire student engagement.

Periodic variation in instructional style seemed to address different learning styles.

It is important to vary instructional style to accommodate different learning styles.

Skillful adjustments to the pace of instruction seemed to reach all students.

A segment of this class did not seem comfortable with the pace of instruction.

Assessment and feedback to students

Requiring meaningful recitation from all students confirmed the extent of their understanding.

Student understanding cannot be assessed without their meaningful participation.

Effective wait time following questions seemed to increase student engagement.

Better questioning technique would add power to your lesson.

Timely and constructive feedback to students seemed to increase their understanding.

Students need more timely and constructive feedback than you provided.

Classroom Management

The classroom was arranged and decorated to enhance learning.
The classroom environment detracted from the content of this lesson.

A high level of on-task behaviors was maintained throughout the class period.
Too many off-task behaviors diminished the power of this lesson.

Good use of non-verbal cues contributed to student on-task behaviors.
Better use of non-verbal cues would contribute to better focus in your classroom.
School rules were applied in a consistently firm and fair manner.
Students respond best to teachers they believe to be firm, fair, and consistent.

Comments

It is a pleasure to watch a masterful teacher at work. My compliments.

Bill Craig
Principal

Date

Walkthrough Visit Series

Teacher: Sally Jones

Initial Visit: 11/14/2011

Subject: Freshman English

Observer: Bill Craig

Walkthrough Visit Summary - 11/14

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment. Appropriate classroom decor.
- Skillful questioning technique and feedback to students.
- Skillful classroom management.

No deficiencies or substandard performance observed during this visit. Keep up the good work.

Walkthrough Visit Summary - 12/12

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment. Appropriate classroom decor.
- Skillful questioning technique and feedback to students.
- Skillful classroom management.

I encourage you to consider resuming the use vocabulary overviews and/or concept organizers to improve the power of your lessons.

Walkthrough Visit Summary - 1/13

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Skillful questioning technique and feedback to students.
- Comprehension aides - - vocabulary overviews and/or concept organizers.
- Skillful classroom management.

Instructional skills observed during this visit were strong. That being said, classroom decor needs your attention. A messy classroom does not set a good example and detracts from focused, engaged learning.

Walkthrough Visit Summary - 2/16

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment. Appropriate classroom decor.
- Skillful questioning technique and feedback to students.
- Comprehension aides - - vocabulary overviews and/or concept organizers.
- Skillful classroom management.

No recommendations at this time. Keep up the good work.

Conference Summary

Conferences were held during Mrs. Jones' conference period on the date of each walkthrough visit.

Comments

Your classroom seems to be a place where children enjoy learning from a skillful teacher. My compliments.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Behavior Observation Summary

Student: Sally Jones

Date Reported: 02/15/2011

Behavior Partnership: with Mom & Dad

Observer: Bill Craig

Desirable Behaviors

Good news. We saw the behaviors listed below on a more consistent basis during the past week.

- Assignments turned in complete and on time.
- Routine compliance with classroom rules.
- Appropriate interactions with classmates.
- Prompt and appropriate responses to teacher inquiries or requests.

Troublesome behaviors

The behaviors listed below are inappropriate and we hope to see less of them. Please continue to support a reduction in their frequency.

- No troublesome behaviors worthy of mention this week.
- Keep up the good work.
- Interruptions or outbursts at inappropriate times.
- Inappropriate touching.
- Inappropriately loud voice when indoors.

Comments

Our partnership seems to be working. Your reinforcement of good behaviors will pay dividends at home and at school.

Bill Craig
Teacher

Date

Weekly Behavior Feedback to Parents

Student: Sally Jones

Report Date: 02/15/2011

Subject: English

Observer: Bill Craig

Desirable Behaviors

We saw the good behaviors listed below consistently this week. The effort is paying off. Please celebrate and reinforce this good news.

- Follows the daily classroom protocol.
- Turns in work complete and on time.
- Treats other students with courtesy and respect.
- Responds appropriately to teacher intervention when needed.
- Routinely on time for class.

Troublesome Behaviors

Troublesome or non-compliant behaviors observed this week are shown below. Please make these a topic of discussion at home and emphasize the changes that must occur to improve in these areas.

- No troublesome behaviors worthy of mention this week.
- Keep up the good work.
- Disruptive in class.
- Disruptive in the hallways or at lunch.
- Does not turn in work as expected.
- Non-responsive to teacher intervention when behaving badly.
- Touches others inappropriately.
- Unacceptably oppositional & non-compliant.

Comments

Your reinforcement will pay big dividends at school and at home. Thanks for your continuing support.

Bill Craig
Teacher

Date

Weekly Progress Report

Student: Sally Jones

Prepared: 02/15/2011

Partnership Report: to Mom & Dad

Teacher: Bill Craig

Weekly progress areas

Your child's progress this past week is best summarized with these descriptors.

- Turns in work complete and on time.
- All work neat and legible.
- Arrives prepared with all needed books and supplies.
- Responsive during class activities.
- Participates meaningfully in class discussions.
- Interacts appropriately with classmates.
- No troublesome quiz or test grades this week.

Concerns

Reinforcement and home intervention are needed in the areas shown below.

- No concerns worth mentioning this week.
- Keep up the good work.
- Library book overdue.
- Please send lunch money. Account now in the red.

Looking forward

- Chapter quiz planned for next week.
- Major assignment due next week.
- Field trip permission slip due.

Comments

Our partnership seems to be working. Your reinforcement will pay big dividends.

Bill Craig
Teacher

Date

Bathroom Walkthrough Observation Summary

Custodian: Sally Jones

Date Observed: 02/15/2011

School Site: Washington Elementary

Time: 6:15 AM

Observer: Bill Craig

Perceptions

First floor bathrooms 101 and 102 were observed systematically today. Custodial performance in each area listed below was satisfactory or better.

Toilets appropriately cleaned and free of odor, bodily residues, and stains.

Urinals appropriately cleaned and free of odor, bodily residues, and stains.

Floor mopped and cleaned with particular attention to crevices and baseboards.

Lavatories cleaned and free of stains, residues, and spotting.

Mirrors cleaned, polished, and free of streaks.

Wastebaskets emptied and fresh liners inserted.

All bathroom supplies restocked including toilet paper, handtowels, soaps, and all dispensers.

Clogged, malfunctioning, or broken fixtures repaired and reported to site principal or designee.

Graffiti or vandalism reported promptly to site principal or designee.

Reflections

Substandard cleanliness was observed in each area listed below. I encourage you to reflect on each item listed consider what changes, if any, might be warranted.

No substandard performance observed. No recommendations at this time.

Keep up the good work.

Toilets and urinals should be cleaned and free of odor, bodily residues, and stains.

Floors must be swept or mopped with particular attention to crevices and baseboards.

Mirrors must be cleaned, polished, and free of streaks.

Wastebaskets must be emptied and liner replaced.

Clogged, malfunctioning, or broken fixtures must be reported promptly to site principal or designee.

All bathroom supplies must be restocked, including toilet paper, handtowels, soaps, and all dispensers.

Graffiti or vandalism must be reported promptly to site principal or designee.

Comments

Please see me if you have any questions about areas of deficiency noted above.

Bill Craig
Principal

Date

Bus Driver Evaluation

Driver: Sally Jones

Date: 02/15/2011

Evaluation Period: FY11

Evaluator: Bill Craig

Preparation and Training

Mrs. Jones consistently demonstrates appropriate foundation skills for safe bus operation. Standard operating procedures are followed routinely. When new equipment, policies, or procedures are added to the expectations for bus drivers, Mrs. Jones attends the appropriate training sessions and integrates the concepts learned into the daily operational routine as directed. When novel situations emerge, Mrs. Jones had demonstrated good judgement in seeking help or clarification.

Performance Indicators

- Demonstrated appropriate skill in school bus operation.
- Consistently follows standard practices for daily maintenance and cleanliness.
- Demonstrated appropriate skill and good judgement in bus operation.
- Attended required training and integrated new procedures into daily routine as directed.
- Sought help and asked questions appropriately when confronted with novel situations.

Daily Performance

Mrs. Jones demonstrates a clear understanding of the work that must be performed on each duty shift. The bus route is covered completely in the allotted time and stops are made as scheduled. Mrs. Jones serves as a pleasant point of first contact for students each day and works well with minimal direct supervision. Thorough concern is demonstrated for the safe operation of the bus and the appropriate behavior of the riders. The bus is properly inspected at the end of each duty shift according to established transportation guidelines. When confronted with unusual situations, Mrs. Jones typically uses good judgement in deciding which merit an immediate action or answer and which must be deferred to the administrative staff.

Performance Indicators

- Completes an assigned route in the allotted time.
- Arrives and departs from each defined stop as scheduled.
- Works well with minimal supervision once instructions are given.
- Handles non-routine situations appropriately while completing assigned daily tasks.
- Pleasant point of first contact for district students who ride the bus.
- Demonstrates appropriate concern for safe bus operation.

Workspace Management

Mrs. Jones consistently demonstrates good workplace awareness and technique. In all aspects of bus operation, Mrs. Jones uses good judgement and observes the approved protocols for safety. Mrs. Jones generally cooperates well with the transportation manager. Excessive or inappropriate absences have not been a problem.

Performance Indicators

- Observes established safety protocols in all areas of bus operation.
- Cooperates well with transportation manager.
- Manages time well to complete assigned bus routes as scheduled.

Essential Behaviors

Mrs. Jones has been dependable and reliable in the performance of assigned duties. Consistently punctual, Mrs. Jones has maintained a good record of attendance and has earned a reputation as a good worker who perseveres to complete assigned tasks. Mrs. Jones appears to have a good working relationship with other employees, our students, and the public that visits our school.

Performance Indicators

- Demonstrates dependability.
- Demonstrates reliable consistency in the performance of assigned duties.
- Is consistently punctual for assigned duty shifts.
- Maintains solid record of attendance with absences only for approved reasons.
- Maintains good working relationship with other employees.
- Demonstrates appropriate relationship with students.

Commendations

Mrs. Jones has taken work seriously during this evaluation period. Attentive during bus training sessions, Mrs. Jones has integrated concepts taught into the daily operational routine. Mrs. Jones has been an important member of the transportation department for this district.

Recommendations

1. Attend leadership workshops as assigned to improve your advancement potential.
2. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Transportation Manager

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Driver

Date

Classroom Cleaning Observation Summary

Custodian: Sally Jones

Date Observed: 02/15/2011

School Site: Washington Elementary

Time: 6:15 AM

Observer: Bill Craig

Perceptions

First floor classrooms 101 and 102 were observed systematically today. Custodial performance in each area listed below was satisfactory or better.

Floor well swept or vacuumed and free of debris.
All waste receptacles emptied and fresh liner inserted.
Desks, tables, and other flat surfaces washed or dusted as appropriate.
All blackboards and erasers cleaned with no inappropriate chalk dust in evidence.
Windows cleaned, polished, and free of streaks.
Graffiti or vandalism reported promptly to site principal or designee.
Lavatories in labs cleaned and free of stains, residues, and spotting.
All classroom supplies restocked including wastebasket liner, handtowels, and chalk.
Classroom left in a secure state after cleaning. All windows closed and all locks locked.

Reflections

Substandard cleanliness was observed in each area listed below. I encourage you to reflect on each item listed consider what changes, if any, might be warranted.

No substandard performance observed.
No recommendations at this time. Keep up the good work.
Desks, tables, and other flat surfaces must be washed or dusted as appropriate.
Floors must be swept or vacuumed and free of debris.
Windows must be cleaned, polished, and free of streaks.
Wastebaskets must be emptied and liner replaced.
All blackboards and erasers must be cleaned with no inappropriate chalk dust in evidence.
All classroom supplies must be restocked, including handtowels, wastebasket liners, and chalk.
Graffiti or vandalism must be reported promptly to site principal or designee.
Classrooms must be left in a secure state with windows closed and doors locked.

Comments

Please see me if you have any questions about areas of deficiency noted above.

Bill Craig
Principal

Date

Custodian Evaluation

Custodian: Sally Jones

Date: 02/15/2011

Evaluation Period: FY11

Evaluator: Bill Craig

Preparation and Training

Mrs. Jones consistently demonstrates appropriate foundation skills. Standard operating procedures and cleaning guidelines are followed routinely. When new machinery, chemicals, or processes are added to the expectations for custodians, Mrs. Jones attends the appropriate training sessions and integrates the concepts learned into the daily operational routine as directed. When novel situations emerge, Mrs. Jones had demonstrated good judgement in seeking help or clarification.

Performance Indicators

- Demonstrated appropriate skill in the use of custodial machinery and equipment.
- Demonstrated appropriate skill in the use of custodial chemicals.
- Demonstrated appropriate skill and good judgement in following district custodial guidelines.
- Attended required training and integrated new procedures into daily routine as directed.
- Sought help and asked questions appropriately when confronted with novel situations.

Daily Performance

Mrs. Jones demonstrates a clear understanding of the work that must be performed on each duty shift. An appropriate quantity of work is normally completed in the allotted time, and the quality of that work is typically good. Mrs. Jones works well with minimal supervision once directions have been given and typically demonstrates appropriate flexibility to accommodate non-routine situations that emerge during the duty shift while completing assigned daily tasks.

Performance Indicators

- Completes an appropriate amount of work in the allotted time.
- Quality of completed work is high.
- Works well with minimal supervision once instructions are given.
- Handles non-routine situations appropriately while completing assigned daily tasks.

Workspace Management

Mrs. Jones consistently demonstrates good workplace awareness and technique. All safety protocols for the operation of machinery and the proper use of chemicals are followed routinely. Mrs. Jones generally manages time well and prioritizes tasks consistent with district expectations. Excessive or inappropriate absences have not been a problem.

Performance Indicators

- Observes established safety protocols when using custodial machinery and equipment.
- Observes established safety protocols when using custodial chemicals.
- Manages time well to complete assigned tasks as scheduled.
- Prioritizes non-routine tasks for completion consistent with district expectations.

Essential Behaviors

Mrs. Jones has been dependable and reliable in the performance of assigned duties. Consistently punctual, Mrs. Jones has maintained a good record of attendance and has earned a reputation as a good worker who perseveres to complete assigned tasks. Mrs. Jones appears to have a good working relationship with other employees, our students, and the public that visits our school.

Performance Indicators

- Demonstrates dependability.
- Demonstrates reliable consistency in the performance of assigned duties.
- Is consistently punctual for assigned duty shifts.
- Maintains solid record of attendance with absences only for approved reasons.
- Maintains good working relationship with other employees.
- Demonstrates appropriate relationship with students.
- Demonstrates appropriately helpful relationship with visitors to the school.

Commendations

Mrs. Jones has taken work seriously during this evaluation period. Attentive during training sessions, Mrs. Jones has integrated concepts taught into the daily operational routine. Mrs. Jones has been an important member of the custodial team that maintains this school.

Recommendations

1. Attend leadership workshops as assigned to improve your advancement potential.
2. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Custodian

Date

Custodian Observation Summary

Custodian: Sally Jones

Conference Date: 02/15/2011

School Site: Washington Elementary

Evaluation Period: FY11

Observer: Bill Craig

Classroom Cleanliness Observation [DATE]

Classroom cleanliness was checked systematically today in classrooms 101 and 102. The quality of custodial performance in each area below is noted. A conference with the custodian regarding all SUBSTANDARD ratings was conducted on [DATE]. Improved performance is required in areas marked SUBSTANDARD.

- Floor well swept or vacuumed and free of debris.
- All waste receptacles emptied and fresh liner inserted.
- Desks, tables, and other flat surfaces washed or dusted as appropriate.
- All blackboards and erasers cleaned with no inappropriate chalk dust in evidence.
- Windows cleaned, polished, and free of streaks.
- Graffiti or vandalism reported promptly to site principal or designee.
- Lavatories in labs cleaned and free of stains, residues, and spotting.
- All classroom supplies restocked including wastebasket liner, handtowels, and chalk.
- Classroom left in a secure state after cleaning. All windows closed and all locks locked.

Bathroom Cleanliness Observation [DATE]

Restroom cleanliness was checked systematically today in restrooms 101 and 102. The quality of custodial performance in each area below is noted. A conference with the custodian regarding all SUBSTANDARD ratings was conducted on [DATE]. Improved performance is required in areas marked SUBSTANDARD.

- Toilets appropriately cleaned and free of odor, bodily residues, and stains.
- Urinals appropriately cleaned and free of odor, bodily residues, and stains.
- Floor mopped and cleaned with particular attention to crevices and baseboards.
- Lavatories cleaned and free of stains, residues, and spotting.
- Mirrors cleaned, polished, and free of streaks.
- Wastebaskets emptied and fresh liners inserted.
- All bathroom supplies restocked, including toilet paper, handtowels, soaps, and all dispensers.
- Bathroom floor free of all debris.
- Graffiti or vandalism reported promptly to site principal or designee.
- Clogged, malfunctioning, or broken fixtures repaired and reported to site principal or designee.

School Offices Cleanliness Observation [DATE]

School office cleanliness was checked systematically today in each school office. The quality of custodial performance in each area below is noted. A conference with the custodian regarding all SUBSTANDARD ratings was conducted on [DATE]. Improved performance is required in areas marked SUBSTANDARD.

- Floor well swept or vacuumed and free of debris.
- All waste receptacles emptied and fresh liner inserted.
- Desks, tables, and other flat surfaces washed or dusted as appropriate.
- Windows cleaned, polished, and free of streaks.
- Graffiti or vandalism reported promptly to site principal or designee.
- Bathrooms in the office cleaned thoroughly.
- Office supplies restocked including copy machine paper, handtowels, and wastebasket liner.
- Office left in a secure state after cleaning. All windows closed and all locks locked.

Comments

Please see me if you have any questions about areas of deficiency noted above.

Job targets for improved performance during the next evaluation period include...

- (1)
- (2)

Summative Conclusion / Reemployment Recommendation

Based on my observation of this custodian's performance throughout the evaluation period, including but not limited to those observations detailed above, I find the performance of this custodian to be SATISFACTORY / UNSATISFACTORY. (pick one)

Recommendation to the Board of Education will be for CONTINUED EMPLOYMENT / DISMISSAL. (pick one)

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Custodian

Date

Instructional Aide Evaluation

Instructional Aide: Sally Jones

Date: 02/15/2011

Evaluation Period: FY11

Evaluator: Bill Craig

Preparation and Training

Mrs. Jones consistently demonstrates a firm grasp of the foundation skills needed to assist teachers in providing students a smoothly functioning classroom. Standard classroom practices are followed routinely. When new equipment, policies, or procedures are added to the expectations for instructional aides, Mrs. Jones attends the appropriate training sessions and integrates the concepts learned into the daily routine as directed. When novel situations emerge, Mrs. Jones demonstrates good judgement in seeking help or clarification.

Performance Indicators

- Demonstrates appropriate skill in the use of classroom and clerical equipment.
- Consistently follows standard classroom practices.
- Demonstrates appropriate skill and good judgement in following district policies and procedures.
- Attends required training and integrates new procedures into daily routine as directed.
- Seeks help and asks questions appropriately when confronted with novel situations.

Performance Assisting Students

Mrs. Jones demonstrates an empathetic understanding of the students assigned for tutoring and small group work. Especially adept at one-to-one tutoring, Mrs. Jones also works well with small groups under the direction of the classroom teacher. Under Mrs. Jones's guidance, students typically complete the assigned work according to the instructions provided by the teacher.

Performance Indicators

- Demonstrates an appropriate, empathetic understanding of the students.
- Demonstrates skills needed for successful one-to-one tutoring.
- Requires student effort before providing assistance with assigned work.
- Successfully guides small groups to completion of assigned work within allotted time.

Performance Assisting Teachers

Mrs. Jones demonstrates a clear understanding of the role expectations for instructional aides. Clerical duties are normally completed within the allotted time, and the quality of that work is typically good. Mrs. Jones works well with minimal direct supervision and routinely holds in confidence all information relating to students and classroom operations. When confronted with unusual situations, Mrs. Jones typically uses good judgement in deciding which merit an immediate action or answer and which must be deferred to the certified teaching staff.

Performance Indicators

- Demonstrates clear understanding of role expectations for instructional aides.
- Exercises initiative when appropriate.
- Understands which matters must be deferred to classroom teacher or administrative staff.
- Completes appropriate amount of work in the allotted time.
- Quality of completed work is high.
- Routinely holds in confidence all information related to students and classroom operations.
- Handles non-routine situations appropriately while completing assigned daily tasks.
- Works well with minimal supervision once instructions are given.

Supervision of Students

Mrs. Jones consistently demonstrates good judgement in the supervision of students in the hallways, on the playground, and in the lunchroom. Seen as firm but fair by the students, Mrs. Jones enforces standard school expectations evenhandedly in most situations. Mrs. Jones is routinely attentive and alert to the activities of the students. Mrs. Jones's supervisory behavior consistently demonstrates a genuine concern for the safety of students without smothering their exuberance.

Performance Indicators

- Demonstrates good supervisory judgement in a variety of settings.
- Enforces school expectations evenhandedly with students.
- Is attentive and alert to the activities of students.
- Consistently demonstrates a concern for student safety.

Essential Behaviors

Mrs. Jones has been dependable and reliable in the performance of assigned duties. Consistently punctual, Mrs. Jones has maintained a good record of attendance and has earned a reputation as a good worker who perseveres to complete assigned tasks. Mrs. Jones appears to have a good working relationship with other employees, our students, and the public that visits our school.

Performance Indicators

- Demonstrates dependability.
- Demonstrates reliable consistency in the performance of assigned duties.
- Is consistently punctual for assigned duty shifts.
- Maintains solid record of attendance with absences only for approved reasons.
- Maintains good working relationship with other employees.
- Demonstrates appropriate relationship with students.
- Demonstrates appropriately helpful relationship with visitors to the school.

Commendations

Mrs. Jones has taken work seriously during this evaluation period. Attentive during training sessions, Mrs. Jones has integrated concepts taught into the daily operational routine. Mrs. Jones has significant assistance to the students and teachers of this school.

Recommendations

1. Attend workshops as assigned to improve your skills with instructional technologies.
2. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Instructional Aide

Date

Kitchen Staff Evaluation

Employee: Sally Jones

Date: 02/15/2011

Evaluation Period: FY11

Evaluator: Bill Craig

Preparation and Training

Mrs. Jones consistently demonstrates appropriate foundation skills for kitchen staff. Standard operating procedures and food preparation guidelines are followed routinely. When new equipment, recipes, or processes are added to the expectations for the kitchen staff, Mrs. Jones attends the appropriate training sessions and integrates the concepts learned into the daily operational routine as directed. When novel situations emerge, Mrs. Jones had demonstrated good judgement in seeking help or clarification.

Performance Indicators

- Demonstrated appropriate skill in the use of kitchen machinery and equipment.
- Demonstrated appropriate skill in the preparation of required recipes.
- Demonstrated appropriate skill and good judgement in following district custodial guidelines.
- Attended required training and integrated new procedures into daily routine as directed.
- Sought help and asked questions appropriately when confronted with novel situations.

Daily Performance

Mrs. Jones demonstrates a clear understanding of the work that must be performed on each duty shift in the kitchen area. An appropriate quantity of work is normally completed in the allotted time, and the quality of that work is typically good. Mrs. Jones works well with minimal supervision once directions have been given and typically demonstrates appropriate flexibility to accommodate non-routine situations that emerge during the duty shift while completing assigned daily tasks.

Performance Indicators

- Completes an appropriate amount of work in the allotted time.
- Quality of completed work is high.
- Works well with minimal supervision once instructions are given.
- Handles non-routine situations appropriately while completing assigned daily tasks.

Workspace Management

Mrs. Jones consistently demonstrates good workplace awareness and technique. All safety protocols for the operation of kitchen machinery and equipment are followed routinely. Required sanitary procedures are routinely observed before, during, and after the lunch service period. Mrs. Jones generally manages time well and prioritizes tasks consistent with district expectations. Excessive or inappropriate absences have not been a problem.

Performance Indicators

- Observes established safety protocols when using kitchen machinery and equipment.
- Observes established safety protocols when preparing assigned recipes.
- Manages time well to complete assigned tasks as scheduled.
- Prioritizes non-routine tasks for completion consistent with district expectations.
- Routinely follows approved sanitary procedures while handling food items.
- Maintains an appropriately clean work area before, during, and after the student lunch period.

Essential Behaviors

Mrs. Jones has been dependable and reliable in the performance of assigned duties. Consistently punctual, Mrs. Jones has maintained a good record of attendance and has earned a reputation as a good worker who perseveres to complete assigned tasks. Mrs. Jones appears to have a good working relationship with other employees, our students, and the public that visits our school.

Performance Indicators

- Demonstrates dependability.
- Demonstrates reliable consistency in the performance of assigned duties.
- Is consistently punctual for assigned duty shifts.
- Maintains solid record of attendance with absences only for approved reasons.
- Maintains good working relationship with other employees.
- Demonstrates appropriate relationship with students.
- Demonstrates appropriately helpful relationship with visitors to the school.

Commendations

Mrs. Jones has taken work seriously during this evaluation period. Attentive during training sessions, Mrs. Jones has integrated concepts taught into the daily operational routine. Mrs. Jones has been an important member of the kitchen staff that serves this school.

Recommendations

1. Attend leadership workshops as assigned to improve your advancement potential.
2. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Employee

Date

Custodian Observation Summary

Custodian: Sally Jones

Date Observed: 02/15/2011

School Site: Washington Elementary

Time: 6:15 AM

Observer: Bill Craig

Perceptions

The main school offices were observed systematically today. Custodial performance in each area listed below was satisfactory or better.

- Floor well swept or vacuumed and free of debris.
- All waste receptacles emptied and fresh liner inserted.
- Desks, tables, and other flat surfaces washed or dusted as appropriate.
- Windows cleaned, polished, and free of streaks.
- Graffiti or vandalism reported promptly to site principal or designee.
- Bathrooms in the office cleaned thoroughly.
- Office supplies restocked including copy machine paper, handtowels, and wastebasket liner.
- Office left in a secure state after cleaning. All windows closed and all locks locked.

Reflections

Substandard cleanliness was observed in each area listed below. I encourage you to reflect on each item listed consider what changes, if any, might be warranted.

- No substandard performance observed. No recommendations at this time.
- Keep up the good work.
- Desks, tables, and other flat surfaces must be washed or dusted as appropriate.
- Floors must be swept or vacuumed and free of debris.
- Windows must be cleaned, polished, and free of streaks.
- Wastebaskets must be emptied and liner replaced.
- All office supplies must be restocked including copy machine paper, handtowels, and wastebasket liners.
- Graffiti or vandalism must be reported promptly to the site principal or designee.
- School offices must be left in a secure state with windows closed and doors locked.
- All bathrooms in the school office must be cleaned thoroughly.

Comments

Please see me if you have any questions about any deficiency noted above.

Bill Craig
Principal

Date

Office Staff Evaluation

Employee: Sally Jones

Date: 02/15/2011

Evaluation Period: FY11

Evaluator: Bill Craig

Preparation and Training

Mrs. Jones consistently demonstrates appropriate foundation skills for a smoothly functioning office. Standard operating procedures are followed routinely. When new equipment, policies, or procedures are added to the expectations for the office staff, Mrs. Jones attends the appropriate training sessions and integrates the concepts learned into the daily operational routine as directed. When novel situations emerge, Mrs. Jones had demonstrated good judgement in seeking help or clarification.

Performance Indicators

- Demonstrated appropriate skill in the use of office equipment.
- Consistently follows standard office practices.
- Demonstrated appropriate skill and good judgement in following district clerical guidelines.
- Attended required training and integrated new procedures into daily routine as directed.
- Sought help and asked questions appropriately when confronted with novel situations.

Daily Performance

Mrs. Jones demonstrates a clear understanding of the work that must be performed on each duty shift. An appropriate quantity of work is normally completed in the allotted time, and the quality of that work is typically good. Mrs. Jones serves as a pleasant point of first contact for school visitors and works well with minimal direct supervision. When confronted with unusual situations, Mrs. Jones typically uses good judgement in deciding which merit an immediate action or answer and which must be deferred to the administrative staff.

Performance Indicators

- Completes an appropriate amount of work in the allotted time.
- Quality of completed work is high.
- Works well with minimal supervision once instructions are given.
- Handles non-routine situations appropriately while completing assigned daily tasks.

Workspace Management

Mrs. Jones consistently demonstrates good workplace awareness and technique. In all dealings with students and staff, Mrs. Jones uses good judgement and observes the approved protocols for safety and confidentiality. Mrs. Jones generally manages time well and prioritizes tasks consistent with district expectations. Excessive or inappropriate absences have not been a problem.

Performance Indicators

- Observes established safety protocols when using office equipment.
- Accurately inventories and appropriately orders needed office supplies.
- Manages time well to complete assigned tasks as scheduled.
- Prioritizes non-routine tasks for completion consistent with district expectations.

Essential Behaviors

Mrs. Jones has been dependable and reliable in the performance of assigned duties. Consistently punctual, Mrs. Jones has maintained a good record of attendance and has earned a reputation as a good worker who perseveres to complete assigned tasks. Mrs. Jones appears to have a good working relationship with other employees, our students, and the public that visits our school.

Performance Indicators

- Demonstrates dependability.
- Demonstrates reliable consistency in the performance of assigned duties.
- Is consistently punctual for assigned duty shifts.
- Maintains solid record of attendance with absences only for approved reasons.
- Maintains good working relationship with other employees.
- Demonstrates appropriate relationship with students.
- Demonstrates appropriately helpful relationship with visitors to the school.

Commendations

Mrs. Jones has taken work seriously during this evaluation period. Attentive during training sessions, Mrs. Jones has integrated concepts taught into the daily operational routine. Mrs. Jones has been an important member of the office staff for this school.

Recommendations

1. Attend leadership workshops as assigned to improve your advancement potential.
2. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Employee

Date

Blank Observation Summary

Teacher: Template - Copy before using

Date Observed: 02/15/2011

Subject:

Time:

Observer: Your Name

There is really nothing to preview with the BLANK template. It waits, ready to accept your preferred content. Six possible tabs, each with a place for section title, one or more paragraphs, and up to ten checklist members. Two closing sections are also available.

Click "Make all tabs active" and start entering your content.

Your Name
Your Title

Date

Teacher

Date

Coaching Evaluation

Coach: Sally Jones

Fiscal Year: 02/15/2011

Activity: Football

Season: Fall

Evaluator: Bill Craig

Number of Participants: 107

Pre-Season Prep

Mrs. Jones prepared a complete and thorough plan for the season prior to its beginning. In addition to off-season camps, meaningful activities for recruitment, skills development, strength and endurance training, and injury prevention were evident in the pre-season. Mrs. Jones also conducted scouting activities and used that information to develop tactical strategies for each contest.

Performance Indicators

- Conducted appropriate off-season camps to develop participant interest and skills.
- Planned and completed appropriate recruiting activities to maximize student involvement.
- Planned and conducted developmentally appropriate pre-season practices.
- Conducted a systematic program of strength training for all participants.
- Initiated a program to prevent, minimize, and treat predictable injuries related to this activity.
- Coordinated an effective scouting program.
- Developed appropriate tactical strategies for each contest.
- Scheduled appropriately challenging contests with non-conference opponents.

Program Development

Mrs. Jones skillfully addressed the necessary areas important to building a quality program. The following components were clearly in evidence: feeder program, participant recruitment, goal setting, effective scouting, strength and endurance training, skills development, team building, and team celebration of goal attainment.

Performance Indicators

- Developed interest in younger students through feeder program initiatives.
- Increased number of participants through effective recruiting.
- Gathered relevant information about opponents with comprehensive scouting activities.
- Required developmentally appropriate activities to develop strength and endurance in participants.
- Conducted practices clearly designed for incremental skills development.
- Conducted activities to build individual participants into a cohesive team.
- Conducted appropriate mid-season and post-season celebrations.
- Is punctual and prepared for all classes and meetings.

Coaching Performance

Mrs. Jones demonstrated a clear understanding of his role as a coach. The developmental needs of participants were effectively balanced with the goal of winning contests. Practices were conducted systematically to develop the skills and attitudes needed by a winning team. Playing time was allotted to all players on the basis of their contribution to winning contests. Mrs. Jones was firm and fair with all participants during practices and was an excellent role model following all contests whether they ended in victory or defeat.

Performance Indicators

- Involved all participants in appropriate team goal setting for the season.
- Clearly established the roles of all assistant coaches
- Conducted effective practices to develop strength, endurance, and athletic skills.
- Provided appropriate, systematic feedback to all participants.
- Effectively applied participant skills and contest tactics to defeat opponents.
- Encouraged participant self-evaluation and individual goal setting.

Program Management

Mrs. Jones successfully coordinated all aspects of a quality program. Skillful use of the booster club resulted in an effective partnership with parents that raised needed monies for equipment. Incentives for the assistant coaches, trainer, and scouts helped build loyalty to the program. Officials and visiting coaches commented on Mrs. Jones's attention to their hospitality needs while at our school.

Performance Indicators

- Oversaw the acquisition, maintenance, and repair of necessary equipment.
- Worked effectively with the booster club to raise needed funds.
- Successfully motivated and used the talents of assistant coaches assigned to the program.
- Demonstrated appropriate concern for visiting teams and officials.
- Skillfully used the trainer to prevent, minimize, and treat predictable injuries.
- Maintained good relationship with coaches of feeder levels.

Post-Season Wrap-up

Mrs. Jones took great care to recognize the individual contributions of participants to the success of the team. The mutual respect between coach and players was evident at the post-season banquet. Mrs. Jones took time at that event to recognize each participant.

Performance Indicators

- Recognized the contribution of each participant to the success of the program.
- Completed all required reports and requisitions.

Commendations

Mrs. Jones was well prepared for this season and made it a success for the team. Particularly worthy of note are Mrs. Jones's organizational skills and knowledge of the developmental characteristics of participants. Mrs. Jones seemed to have a genuine caring relationship with each member of the team.

Recommendations

1. Consider increasing your use of the trainer to prevent and minimize predictable injuries.
2. You may also want to consider charting the attainment of personal fitness goals for participants to improve engagement during pre-season training.

Bill Craig
Athletic Director

Date

I have discussed the information contained in this document with my athletic director and was given the opportunity to ask questions about its content.

Coach

Date

Principal's Performance Appraisal

Principal: Sally Jones

Date: 02/15/2011

School: Washington Elementary

Evaluation Period: FY11

Evaluator: Bill Craig

Instructional Leadership

Consistent with statutory requirements, the majority of Mrs. Jones's time as principal is devoted to instructional leadership. Most often this takes the form of systematic classroom observation followed by post-observation conferences. Emphasis is placed on how students were affected by the teacher's instructional effort and how that might be improved. Mrs. Jones consistently demonstrates a strong understanding of the curriculum, instructional methods, and assessment techniques and does a good job relating this knowledge to teachers. Data describing student achievement is used well at Mrs. Jones's school and plays a central role in creating goals for school improvement each year.

Quality indicators are shown below.

- Completes summative evaluations of all employees according to District policy.
- Demonstrates broad understanding of curriculum, instructional methods, and assessment.
- Systematically uses appropriate data for school improvement.
- Guides the faculty in the improvement of individual instructional practices.
- Establishes and fulfills appropriate goals for school improvement annually.

School Governance

Mrs. Jones routinely consults affected staff members prior to making decisions that may impact them. Consensus building, a hallmark of Mrs. Jones's governance style, has been exemplified in the annual development of the ISBE required school improvement plan which has been implemented faithfully. Consensus building has also been instrumental in Mrs. Jones's administration of the site budget which is treated as an expression of the priorities of the school. Employee morale at Mrs. Jones's school seems to be good, with staff concerns relatively few in number and minor in their impact.

Quality indicators are shown below.

- Seeks input from staff prior to making decisions that affect them when appropriate.
- Employs consensus building to gain broad based support for site initiatives.
- Involves teachers in the development of an annual plan for school improvement.
- School improvement plan implemented annually to good effect.
- Employee concerns or conflicts are resolved promptly or referred to appropriate venue for solution.
- Budgeting and purchasing practices express the priorities of the district.

Administrative Responsibilities

Mrs. Jones skillfully prioritizes time to allow for the successful completion of tasks assigned as "other duties." Demonstrating a year-round commitment, Mrs. Jones has paid particular attention to the completion of goals expressed by the Board of Education in its Strategic Plan. Additionally, Mrs. Jones has represented the district professionally as liaison to other agencies with whom it has intergovernmental agreements. As often happens with skillful principals, Mrs. Jones fulfills certain central office functions, with grant administration and facilities worthy of special mention.

Quality indicators are shown below.

- Represents the district well in its intergovernmental agreements.
- Effectively fulfills the Business Plan / Strategic Plan
- Demonstrates a year-round commitment.
- Consistently demonstrates professional behavior and represents the district well.
- Fulfills all requirements of grant administration for grants to which assigned.
- Effectively manages and ensures the maintenance of all facilities to which assigned.

Student Advocacy and Program Development

Mrs. Jones consistently demonstrates a strong understanding of developmental psychology and child development appropriate to students at this site. Sincere, empathetic attention to differentiated instruction for special education, regular division, and academically talented students is the result. Mrs. Jones's efforts to provide appropriate programs for students is reflected by strong efforts to provide a solid core curriculum, a diverse elective offering, and a balanced program of extra-curricular activities.

Quality indicators are shown below.

- Demonstrates clear understanding of developmental psychology and child development.
- Sincere and empathetic in advocacy for students.
- Committed to accommodations for special education students.
- Attentive to the needs of regular division students.
- Advocate for academically talented and advanced placement students.
- Holds high standards for student performance in core curricular areas.
- Prioritizes school resources to provide diverse elective course offerings.
- Advocates gender balanced offering of athletic and non-athletic activities for students.
- Recommends textbook review and adoption to the Board of Education.
- Recommends periodic review and improvement of the curriculum in all areas.

School Improvement, Recognition, and Accreditation

Mrs. Jones models a personal commitment to school improvement through Administrator's Academy activities. The creation and fulfillment of the local school improvement plan seems to reflect a commitment to the school. Strong student achievement at this school reflects attention to the Illinois Standards.

Quality indicators are shown below.

- Attends to the fulfillment of ISBE requirements for recognition and accreditation.
- Creates and fulfills a local plan for school improvement annually.
- Fulfills North Central Association requirements for standards and improvement annually.
- Observes all requirements of Document 1 - Illinois Administrative Code
- Emphasizes formative improvement through teacher observations and evaluations
- Completes Administrator's Academy requirements in a professional, timely manner.
- Demonstrates solid understanding of appropriate statutes and Board policy in daily operations.

Management Style

The faculty and staff see Mrs. Jones firm, fair, and consistent. The office projects a neat, orderly appearance that suggests attentiveness to detail. While keeping an eye on the "big picture" and district priorities, Mrs. Jones seems to treat staff concerns as important and aides in the resolution of those concerns. Consistently requesting input and recommendations from the faculty and staff, Mrs. Jones's style has been described as one of "encouraging."

Quality indicators are shown below.

- Presents a neat, orderly appearance personally and throughout the office.
- Subordinates personal concerns to those of the staff and those of the district.
- Is firm, fair, and consistent in dealings with staff, students, and the public.
- Seeks input from all appropriate sources and uses it where possible.
- Consistently encourages the pursuit and application of best practices by all employees.

Commendations

Recommendations

Bill Craig
Superintendent

Date

I have discussed the information contained in this document with my Superintendent and was given the opportunity to ask questions about its content.

Principal

Date

Superintendent's Visit Summary

Principal: Sally Jones

Date Observed: 02/15/2011

Building: Washington School

Time: 5th Hour

Observer: Bill Craig

Impressions

I saw many good things when I visited your school today. My perceptions are summarized below.

- Building has friendly and welcoming atmosphere.
- Hallways appear to be quiet and orderly.
- Helpful and friendly staff assists visitors.
- Offices, hallways, and classrooms are clean and inviting.
- School routines give the impression of smooth-running efficiency
- Students appear to be engaged appropriately.
- District protocols for safety and security appear to be followed.

Recommendations

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

- No recommendations at this time.
- Keep up the good work!
- Building should seem more friendly and welcoming.
- Quiet and orderly hallways would make a better impression.
- Staff should be more helpful to visitors.
- Cleanliness of offices, hallways, and classrooms should improve.
- Efficiency of building routines need your attention.
- Students do not seem appropriately engaged.
- District protocols for safety and security deserve your renewed attention.

Comments

It is a pleasure to visit a well-run school where the students are engaged and seem to learning. Keep up the good work.

Bill Craig
Superintendent

Date