

Sample SCHOOL HEAD EVALUATION JOB DESCRIPTION

JOB DESCRIPTION	Assessment Scale				
	Did not meet expectations	Met some expectations	Met expectations	Exceeded expectations	Far exceeded expectations
I. LEADERSHIP					
<i>Visionary Leadership:</i> The school head with the partnership of the school board, develops, articulates, implements and guards the vision of the school that is shared and supported by the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instructional Leadership:</i> The school head with the partnership of the administrative team, promotes the success of all students by planning, implementing and supervising a quality instructional program conducive to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Inspirational Leadership:</i> The school head consistently inspires students, faculty and staff to be all they can be and achieve all they can achieve, increasing their confidence in their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. MANAGEMENT					
<i>Managing Human Resources:</i> The school head builds a strong team by attracting, selecting, orienting, developing, evaluating and retaining faculty and staff who assist the school in accomplishing its purposes and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Managing Finances:</i> The school head understands and manages the finances of the school and understands the relationship between the goals of the school and the budgeting process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Managing Facility:</i> The school head is aware that the school facilities reflect the school community. The school head administers the maintenance of the school and its environment, complementing the school vision, mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Managing Information:</i> The school head with the administrators develops, distributes and revises school documents, weekly, monthly and annual publications and handbooks that are consistent with the school's vision and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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III. RELATIONSHIPS					
Working with the Board: The school head promotes and establishes an effective partnership characterized by clearly-defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision of the goals to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Parents: The school head promotes and establishes an effective partnership characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision of the goals to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with the Independent Schools: The school head represents the school in the independent school community and networks with other independent school heads to ensure the principles of good practice of all school operations, especially those of admission, marketing, faculty recruitment and fundraising, demonstrating integrity in all of the levels of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Wider Community: The school head maintains high visibility, active involvement, collaboration and communication with the larger community. Establishes partnership with area businesses and community groups to strengthen and support school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. ENVIRONMENT					
Moral-Ethical Environment: The school head ensures that every element of school life reflects the principles of equity, justice and dignity of each individual and acts with integrity, fairness and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Performance and High Expectations: The school head emphasizes quality performance and outstanding achievement and advocates, nurtures and sustains a school culture conducive to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth: The school head encourages and models life-long learning and creates staff development opportunities for the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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V. REPRESENTATIVE OF ICSC					
<i>Connecting to ICSC Community:</i> The school head is an inspirational leader and official representative of the Islamic Center of Southern California (ICSC). The school head makes known and implements the ICSC ideology, policies and regulations. S/he plans, organizes, directs, and evaluates the school in accordance with Islamic principles and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Promoting ICSC Ideology and Programs:</i> The school head understands, practices and promotes the unique ideology of ICSC. S/he plans and organizes events to celebrate special days for Muslims and creates opportunities to gather the Muslim community in order to build strong ties within the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Participating in the ICSC Education Council:</i> The school head participates in the Educational Council meetings and provides monthly reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Participating in the Principals' Meetings:</i> The school head networks with other NHS principals, shares information and attends regular monthly meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment on Job Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signature _____					

SCHOOL HEAD'S GOALS AND OBJECTIVES

Goals and Objectives	Assessment Scale				
	Did not meet expectations	Met some expectations	Met expectations	Exceeded expectations	Far exceeded expectations
Accreditation: Lead the accreditation process so that New Horizon School Pasadena will get its third WASC (Western Association of Schools and Colleges) and CAIS (California Association of Independent School) accreditations by June 2005.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition: Help the school community with the leadership transition. Will assist the school board with the school head search on an advisory level, orient the new school head and create a "New Horizon School Operational Manual" for a smooth transition to take place in June 2005.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finance: Continue working with the business manager to balance the school's financial priorities with its resources to have a balanced budget and to close the school year with a minimum reserve of 1% of our budget by July 2005.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development: Continue working with the development director to identify, cultivate and expand the donor base to raise \$300,000 by June 2005.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Excellence: Continue working with the faculty and staff to improve the academic program, determine how to measure our program's success and communicate it accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies Program: Improve the Arabic, Qur'an and Islamic Studies program by forming a Religious Studies Team from the Religious Studies teachers and administrators to empower the teachers by addressing their needs so they may address the needs of our students better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent-School Partnership: Develop and implement a Parent-School Partnership plan to strengthen parents' commitment to the school and the school's commitment to parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment of Goals and Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signature _____					

Sample

SCHOOL HEAD LEADERSHIP TRAITS

LEADERSHIP TRAITS	Assessment Scale				
	Did not meet expectations	Met some expectations	Met expectations	Exceeded expectations	Far exceeded expectations
Quality and Productivity: Delivers services that consistently meet expectations; strives for continuous quality improvement; produces value added contributions; performs daily activities without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgment & Decision Making: Bases decisions on facts and behavior and not feelings and is committed to addressing conflict in a non-emotional, constructive manner. Identifies and interprets data from different sources; generates effective solutions to problems; reaches sound decisions; generates alternative approaches to problem solving; demonstrates awareness of consequences of implications of judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration/Teamwork: Effectively participates in accomplishing goals; creates group cohesion; gives and seeks specific, constructive feedback; values the talents of other staff; promotes teamwork and leads by example; when needed, assumes duties and responsibilities which may be outside the regular scope of the position; demonstrates openness to new ideas and suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer Service: Builds long-term relationships with parents; is available to parents; understands and responds to parents' needs; fulfills commitments and keeps parents informed; seeks and uses parent feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability/Reliability: Takes ownership of work assigned and assumes responsibility; sustains the trust and assurance of others; makes sustained efforts to achieve professional and school goals and objectives; demonstrates overall adherence to work schedules, office hours and punctuality at meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Communication: Listens and demonstrates understanding; clarifies meanings for others; speaks with clarity and precision; able to communicate with a diverse audience; writes clearly and concisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Time Management: Meets deadlines; demonstrates effective use of time and simultaneous handling of several assignments; meets with staff on a regular basis to allow for feedback on mutual expectations; is readily accessible when necessary, even during non-working hours; works proactively with employees to enhance performance and address problems.</p>	□	□	□	□	□
<p>Coaching and Guidance: Provides resources to complete work and provides inspiration to stretch employees without overburdening; recognizes employees for effort and not just success; recognizes different strengths of different employees and continues commitments to developing employees over the long term.</p>	□	□	□	□	□
<p>Planning: Involves employees in all aspects of planning, demonstrates her/his trust of their abilities; is committed to allowing employees to be heard; participates in strategic, tactical and annual planning.</p>	□	□	□	□	□
<p>Fiscal Responsibility: Uses resources effectively and conservatively; forecasts accurately and maintains budgetary projections consistently; controls operating costs by effectively utilizing staff and resources.</p>	□	□	□	□	□
<p>Overall Assessment of Leadership Traits</p>	□	□	□	□	□
<p>Signature _____</p>					