

**BOARD OF TRUSTEES  
CARSON CITY SCHOOL DISTRICT**

**ADMINISTRATIVE REGULATION No. 313  
CERTIFIED STAFF**

**EVALUATION OF ADMINISTRATIVE PERSONNEL**

**I. Philosophy**

The evaluation of administrative personnel of the Carson City School District is based on the philosophy that evaluation is a cooperative and continuous process undertaken primarily to better the educational process of students and to facilitate the professional growth of the administrator.

We further believe that employee participation in the total work situation (such as the setting of goals and the evaluation process) will bring about greater commitment to self-improvement.

**II. Purposes and needs of the Administrative Evaluation Program**

The primary purpose of the Administrative Evaluation Program in the Carson City Schools is that of improving instructional performance and effectiveness.

Specifically, the betterment of pupil's education and staff improvement will be brought about by using the evaluation process as follows:

1. To facilitate the achievement of the philosophy and goals of the Carson City School District;
2. To assess status and quality of administrative performance;
3. To provide an opportunity for the Superintendent to analyze the strong characteristics and areas for improvement of individual administrators;
4. To facilitate communication and cooperation among administrators and other members of the profession, teachers, students and the community;
5. To ascertain the potential of the administrator to perform various kinds of tasks;
6. To appraise the effectiveness of recruiting, selection and placement of administrative staff members;
7. To provide an opportunity for each administrative staff member to discuss objectively contributions made to the school system;
8. To meet the requirements of the Nevada School Law;

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9. To stimulate growth and development.

### **III. Definition of Administrator Evaluation**

The evaluation of an administrator is a cooperative and continuing process for the purpose of helping administrators become more effective educational leaders and managers.

### **IV. Program for Professional Improvement**

The program for professional improvement shall be tied closely to the formal evaluation program so that each administrator will receive specific assistance in improving professional performance. It is expected that all administrators take part in this program and these procedures will be used in assisting administrators whose performance is deemed less than adequate.

### **V. Responsibility for Evaluation**

Administrative evaluations will be the general responsibility of the Superintendent and all evaluations of administrative personnel will be reviewed by the Superintendent. Administrative evaluations shall be effected by the designation of an immediate supervisor for each administrative position. The immediate supervisor shall have primary responsibility for the evaluation of subordinate administrators.

### **VI. Criteria for Principal Effectiveness**

The criteria for principal effectiveness form the basis for the principal's evaluation in the Carson City School District. These criteria are divided into the following nine major categories, each containing several substatements, which further define the tasks in that area.

Judgments are made relative to a principal's performance in all of the criteria areas and should be supported by specific data, which will come from a variety of sources including observations.

The nine categories of principal effectiveness used for evaluation are:

#### **1. Curriculum and Instruction**

The Principal:

- a. Works hard to promote the goals of the Carson City Schools and assumes leadership in implementing the curriculum;
- b. Helps develop comprehensive goals and performance objectives for particular curriculum areas in consultation with their immediate supervisor;
- c. Develops and administers in-service programs for teachers;

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- d. Accepts the responsibility of becoming informed about significant new developments in curriculum and instruction;
- e. Assists staff members in implementing instructional changes consistent with system-wide philosophy;
- f. Works with staff to strengthen the instructional program by:
  - (1) explaining the staff evaluation program;
  - (2) completing the evaluation process as outlined in the teacher evaluation manual.
- g. Participates in research projects related to curriculum and instruction in the Carson City Schools when applicable;
- h. Disseminates information related to curriculum and instructional programs for the Curriculum Department;
- i. In cooperation with the Director of Curriculum, evaluates and makes recommendations concerning materials and texts for use in the Carson City Schools;
- j. Identifies program needs within their school and develops recommendations to meet those identified needs;
- k. Involves staff (students, parents and pupils when appropriate) in curriculum and instructional planning;
- l. Accepts responsibility for special assignments;
- m. Contributes to the development and maintenance of the school media program;
- n. Approves and monitors all referrals to special service personnel;
- o. Works cooperatively with the Student Support Services staff in the development and continuation of programs related to each department.

### **2. Staff Personnel**

The effective school administrator has responsibilities in the selection, orientation, assignment, management, evaluation and development of staff necessary to meet the goals of the School District. To accomplish the above, the school principal will:

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- a. Cooperatively participate in personnel selection to insure maximum professional performance in each employment position;
- b. Consult with the Director of Personnel in an effort to implement Board policies in determining fair and equitable assignments of personnel;
- c. Develop comprehensive orientation in staff in-service in cooperation with the Director of Personnel;
- d. Interpret and administer the negotiated agreement consistent with the intent of the agreement and the Board of Trustees;
- e. Work cooperatively with the Director of Personnel in an attempt to improve their managerial skills and abilities;
- f. Exhibit the kind of administrative behavior which is conducive to high morale and trust.

### 3. Pupil Personnel

The school principal will:

- a. Implement and maintain effective record systems;
- b. Plan, develop and evaluate general guidance and pupil personnel functions in cooperation with the Director of Curriculum;
- c. Use effective guidance techniques in handling pupil and staff problems;
- d. Cooperatively develop and implement changes in the school program to serve the needs of pupils and staff;
- e. Keep informed of current trends and knowledge related to the field of pupil personnel;
- f. Provide adequate support in order to implement pupil personnel functions;
- g. Work cooperatively with members of the Central Administration in providing health and social services;
- h. Implement with consistency local Board policies and state rules and regulations with respect to pupil personnel services and functions.

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### **4. Finance and Planning**

The school principal has general responsibility for financial management and business procedures within their school. To accomplish the above, the principal will:

- a. Cooperative with all central office personnel in the overall management of business affairs;
- b. Prepare and monitor the school budget under the supervision of the Director of Planning and Budget and the accounting department;
- c. Keep proper records using appropriate accounting or business practices which maintain a budget that does not exceed allocated amounts in any category;
- d. Maintain an accurate and correct system of financial accounts to control and communicate all fiscal activity associated with their area of concern;
- e. Implement an accurate system for personnel time accounting in cooperation with the Director of Personnel, Director of Operations and the accounting department;
- f. Participate in planning required to develop effective long-range solutions o budgetary management.

### **5. School Community Relations**

The principal will:

- a. Contribute to the development and implementation of both a system-wide and a school-wide community relations program;
- b. Be consistent in the interpretation and/or administration of the policies, rules, regulations, objectives, conditions and needs of the school system to the public;
- c. Provide opportunities which strengthen the lines of communication among the home, school and community;
- d. Develop procedures for assessing community understanding and reactions to the school, and use this information for future program development;
- e. Communicate professional accomplishments of the staff and school to the community;
- f. Assist in the preparation of a listing of parents, organizations and others willing to assist the school;

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- g. Involve parents, organizations and others willing to assist at the school.

6. Human Relations

The principal will:

- a. Promote the understanding of the uniqueness of individuals including cultural differences;
- b. Use communicative skills effectively;
- c. Exert an affirmative effort to incorporate human relations in the total school program;
- d. Mediate effectively to foster good inter-personal relations.

7. Professional Growth

The principal will:

- a. Participate in group undertakings for professional growth of administrators, such as workshops, study groups, appraisal and evaluation activities;
- b. Establish and carry out a continuing personal program of professional improvement (independent reading and study, selective university courses and professional meetings).

8. Support Services

Food Services:

The principal will work with the food services personnel to incorporate the concept of nutrition in the educational program.

Transportation Services:

The principal will work cooperatively with the Director of Transportation services in all matters relating to transportation.

School Plant Operation and Maintenance Services:

The principal will submit to the proper staff members requests for repairs, alterations and improvements.

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### **9. Personal Traits Desirable in a School Administrator**

The principal:

- a. Gives adequate attention to personal appearances;
- b. Possesses reasonable self-confidence;
- c. Has a good sense of humor and is generally cheerful;
- d. Is friendly, courteous and tactful in dealing with people;
- e. Speaks and writes effectively;
- f. Possesses and practices good organizations;
- g. Is intellectually curious;
- h. Listens with respect to the opinions of others;
- i. Is able to motivate those they supervises;
- j. Shows appreciation for the efforts and accomplishments of others;
- k. Maintains a loyalty to their superiors and peers;
- l. Involves those affected by decisions, but is decisive in matters of an administrative nature;
- m. Is open-minded in reaching a decision and will admit a mistake and attempt to correct it;
- n. Does not avoid problems;
- o. Establishes priorities based upon the most important needs of the school;
- p. Delegates wherever possible in order to concentrate on the most important needs of the school.

### **VII. General Procedures**

Principals will be formally evaluated each year. Special evaluations may be requested at any time. An appraisal of the principal's yearly objectives will be made each year and will be included in the formal evaluation.

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The evaluation time period for principals will be July 1 of one year to June 30 of the succeeding year.

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