

MINNETONKA PUBLIC SCHOOLS

POLICY #461: ADMINISTRATIVE PERFORMANCE REVIEW

1.0 PHILOSOPHY

- 1.1 The Minnetonka Public Schools recognizes the pivotal role of administration in the success of its schools. The District therefore desires and expects effective leadership and strong school management. The District's vision provides that senior district-wide administrators, who report directly to the Superintendent, will be available to all stakeholder groups to explain and build support for the District's mission and vision. The information and support gained through this collaborative leadership will allow the School Board and Superintendent to allocate and leverage resources more effectively. Likewise, the synergy created by aligning all elements of the organization toward the same goal of student achievement will fuel greater student success and community support. Further, strong leadership by all Minnetonka principals will be the critical link in actualizing all District initiatives. Periodic performance review is viewed as an important way of maintaining and enhancing administrators' knowledge and skills so that effective educational leadership and school management can be ensured.

2.0 ASSUMPTIONS

- 2.1 Learning is lifelong in educational administration; the development of new skills and expansion of personal knowledge is expected to be ongoing throughout the career of an administrator.
- 2.2 Periodic performance review brings accountability in professional relationships: administrator to district; district to administrator; and administrator to self.
- 2.3 The primary responsibility for high level administrative performance rests with the individual administrator. Periodic performance review assists administrators in fulfilling this responsibility.
- 2.4 Administrators can become more effective if they have a clear understanding of what is expected of them; an updated job description for all administrative positions is essential to provide performance direction.
- 2.5 The establishment of individual goals and objectives by an administrator in

consultation with the supervisor enhances personal ownership in the performance review process and increases the likelihood of a productive outcome.

- 2.6 Administrators interact with individuals at all levels in the organization and with the community at-large; many aspects of job performance are not witnessed or experienced on a daily basis by the immediate supervisor due to geographic distance and span of responsibility. Therefore, periodic feedback from multiple sources in addition to the supervisor (e.g., supervisees, associates, parents, students, other individuals in close working contact) is an essential component of the performance review process.
- 2.7 Feedback and assistance to administrators is most effective when it is constructive, non-threatening, and stimulates self-improvement, and when it is provided in an atmosphere of mutual respect and trust.
- 2.8 The School Board and Superintendent have their responsibility for maintaining high quality administration through:
 - 2.8.1 Selecting, employing, and assigning administrators who are highly trained and competent.
 - 2.8.2 Establishing organizational goals and specific performance expectation for each administrative position, and clearly communicating those goals and expectations to administrators.
 - 2.8.3 Providing resources and assistance to administrators to help them improve their administrative capabilities.
- 2.9 Performance review activities shall be consistent with relevant provisions of master agreement, district policy, and state statutes.

3.0 PURPOSES

- 3.1 The ultimate purpose of periodic performance review is increased organizational productivity and effectiveness.
- 3.2 The immediate purpose of periodic performance review is to provide a systematic means of evaluating administrative performance, with feedback and assistance for improvement as appropriate.
- 3.3 To enhance administrative capabilities, the performance review process must:

- 3.3.1 Encourage and recognize personal and professional growth;
 - 3.3.2 Identify, reinforce and capitalize upon individual strengths; and
 - 3.3.3 Identify areas where administrative skills need improvement so that assistance can be given.
- 3.4 Other purposes served by periodic performance review may be:
- 3.4.1 To bolster administrator self-confidence and personal pride.
 - 3.4.2 To provide periodic written records of administrative performance.
 - 3.4.3 To assess administrator development needs;
 - 3.4.4 To provide information for possible modification of responsibilities such as selection for a different leadership position or a change in building assignment.
 - 3.4.5 To help determine the need for changes in school conditions and/or operations.

4.0 REQUIREMENTS OF THE PERFORMANCE REVIEW PROCESS

- 4.1 Each year the administrator and immediate supervisor will jointly determine the objectives and activities which, in addition to the requirements of the basic job description, will be the focus of the performance review process for that year.
- 4.2 Accomplishment of the annual objectives and job description requirements will be discussed in periodic review conferences with the immediate supervisor, and will be followed by a written summary report at the end of each year for inclusion in the administrator's professional file.
- 4.3 Periodically, the solicitation of feedback from other sources besides the supervisor (supervisees, associates, etc.) will be incorporated into the administrator's annual objectives and activities.
 - 4.3.1 A wide variety of feedback instruments, surveys and questionnaires may be drawn upon to obtain such data.
 - 4.3.2 The type, focus, and frequency of use of feedback instrument(s) are to be

determined by the immediate supervisor and administrator in joint consultation.

4.3.3 The feedback received shall be used as an additional resource for both the administrator and supervisor to use in developing professional performance goals, objectives, and strategies.

4.3.4 The feedback received shall be treated confidentially by the administrator's professional supervisor(s), and will not be made a part of the administrator's professional file.

4.4 The district will make available to administrators a variety of means of improving their administrative performance as appropriate to their needs and within budgetary constraints.

5.0 PROCEDURES TO IMPLEMENT POLICY

The Superintendent shall develop and initiate procedures to implement this policy. The Superintendent shall provide a copy of those rules and procedures to the School Board for periodic review.

Cross Reference

#460 Principal Excellence

Master Agreement between the Minnetonka Association of Principals (MAP) and the Minnetonka Public Schools

Master Agreement between the Minnetonka Association of Administrators (MAA) and the Minnetonka Public Schools

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