

DIRECTOR, BILINGUAL/ESL EDUCATIONAL PROGRAM
Summative Appraisal Form

Name _____

Location _____

Appraisal Period: From _____ to _____

Date of Review _____

Directions

The following statements describe the administrator who achieves success. Based on cumulative performance information, the evaluator estimates the administrator's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes the administrator's attainment of that criterion. For each domain, a comment area is provided for general statements and/or recommendations.

Rating Scale

- | | | |
|----------|------------------------------|--|
| 5 | Clearly Outstanding: | Performance is consistently far superior to what is normally expected. |
| 4 | Exceeds Expectations: | Performance demonstrates increased proficiency and is consistently above expectations. |
| 3 | Meets Expectations: | Performance meets expectations and presents no significant problems. |
| 2 | Below Expectations: | Performance is consistently below expectations and significant problems exist. |
| 1 | Unsatisfactory: | Performance is consistently unacceptable. |
| 0 | Not Applicable | |

JOB PERFORMANCE STATEMENTS

Climate

- _____ 1. Communicates and promotes high expectation levels of staff and student performance in an enabling, supportive way; provides proper recognition of excellence and achievement.
- _____ 2. Establishes and maintains an environment which is conducive to positive staff morale and directed towards achievement of the department/district's mission.
- _____ 3. Communicates effectively with students, staff, parents and community about the Bilingual/ESL/Dual Language program's goals, expectations and initiatives.
- _____ 4. Plans and conducts parent meetings, including parent advisory committee and LPAC review meetings upon request.
- _____ 5. Mediates and facilitates effective resolution of conflicts in a timely fashion.
- _____ 6. Assesses the department/district climate and uses data analysis to develop improvement plans collaboratively with parents, teachers and administrators.
- _____ 7. Has a clear sense of the department/district's mission; actively involves all stakeholders in planning and decision-making in order to accomplish the mission.
- _____ 8. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.

- _____ 9. Establishes a continuous focus on student growth and learning with established timelines for meeting performance objectives.

COMMENTS: _____

School Improvement

- _____ 10. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of department/district's mission.
- _____ 11. Identifies, analyzes, and applies research findings to facilitate improvement in the Bilingual/ESL/Dual Language programs.
- _____ 12. Develops, maintains, and utilizes appropriate information systems and records necessary for attainment of the bilingual department's mission.

COMMENTS: _____

Program Management

- _____ 13. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses these findings for action and improvement, as well as for recognition of success.
- _____ 14. Through campus visitation and observation, assists principals in monitoring instruction to ensure effective implementation of state policy, including the English Language Proficiency Standards (ELPS) in support of relevant and rigorous instruction in Bilingual/ESL/Dual Language programs.
- _____ 15. Implements procedures and coordinates the process to identify bilingual students at all grade levels district-wide, including review of student data and testing of students.
- _____ 16. Provides assistance to all Bilingual/ESL/Dual Language program staff in disaggregating and analyzing test data to improve instructional programs.
- _____ 17. Works with staff to plan, implement and evaluate the curriculum on a systematic basis; includes students and community representatives (when appropriate).
- _____ 18. Ensures that curriculum renewal is continuous and responsive to student needs.
- _____ 19. Provides instructional resources and materials to support teaching staff in accomplishing instructional goals.
- _____ 20. Coordinates procedures for student placement, monitoring of student achievement, and exiting the bilingual education program.
- _____ 21. Develops and conducts or arranges for staff development, to include appropriate instructional strategies, enriched learning in classroom settings, and methods for identifying bilingual students.
- _____ 22. Audits bilingual LPAC records for accuracy.
- _____ 23. Develops and conducts parent trainings to assist with the academic success of Bilingual/ESL/Dual Language students, to include, resources available to assist parents.

COMMENTS: _____

Personnel Management

- ____ 24. Uses developmental supervision effectively and comprehensively with all staff by systematically observing instruction, recording observations, and regularly conducting formative and summative evaluation conferences.
- ____ 25. Demonstrates skill in appropriate use of the TTESS.
- ____ 26. Confers with subordinates regarding their professional growth; works jointly with them to develop and accomplish improvement goals.
- ____ 27. Identifies, provides, and/or encourages participation in available in-service training option to address the goals identified through the growth planning process.
- ____ 28. Clearly defines expectation for district staff performance regarding bilingual education instructional strategies, classroom management, and communication with the public.
- ____ 29. Encourages personal and professional growth and leadership among the staff; recognizes exemplary performance.
- ____ 30. Assists in recruitment and placement of bilingual education personnel and is effective in interviewing, selecting, and orienting new staff; makes sound recommendations relative to personnel placement, transfer, retention, and dismissal.
- ____ 31. Annually reviews bilingual staffing patterns and make recommendations, if needed to improve the Bilingual/ESL/Dual Language programs to the superintendent.
- ____ 32. Complies with district policies, as well as state and federal laws and regulations, in pursuing the mission of the department/district.

COMMENTS: _____

Budget and Inventory

- ____ 33. Administers the Bilingual/ESL/Dual Language programs budget and ensures that programs are cost effective and that bilingual funds are managed effectively.
- ____ 34. Compiles budget and cost estimates based on documented program needs.
- ____ 35. Participates in grant-writing activities to obtain program funding.
- ____ 36. Assists with the selection and purchase of supplemental equipment and supplies for the program.

COMMENTS: _____

Other

- ____ 37. Performs other duties assigned by supervisor.
- ____ 38. Maintains confidentiality of information.

COMMENTS: _____

Supervisory Responsibilities

____ 39. Supervises and evaluates the performance of staff in the bilingual department, including the Bilingual Curriculum Coordinator, the district bilingual compliance facilitator, and the bilingual compliance clerks.

COMMENTS: _____

What strengths does _____ possess?

What are some improvements _____ can make to ensure a higher degree of success for students on this campus/department?

Summative Conference Comments:

Recommendation of Evaluator: I have read and received a copy of this evaluation. I have reviewed this instrument.

____ Renewal and/or Extension of Assignment

____ Non-renewal of Assignment

____ Termination of Assignment

____ Non-extension of Assignment

Administrator (Print Name)

Date

Administrator's Signature

Date

Employee's Signature

Date