

DIOCESE OF SHREVEPORT

**ASSESSMENT FOR
PROFESSIONAL GROWTH
OF ADMINISTRATORS**

OCTOBER 1999

**SHREVEPORT DIOCESAN SCHOOL POLICY
ASSESSMENT FOR PROFESSIONAL GROWTH OF PRINCIPALS**

I. PHILOSOPHY

Educational employee evaluation in our diocese is seen as a process to encourage growth in the individual. Evaluation based on goals and objectives mutually agreed upon by the local school board, principal and diocesan superintendent brings about a collaborative relationship. Working as a faith community, goals developed mutually, with trust in the faith and goodness of those involved in the process, will bring about truth and goodness for the local school community. Honest dialogue which encourages growth and improvement over a given period of time is encouraged. The purpose of this evaluation process is to encourage continuing growth on the part of the administrator.

II. POLICY

All Catholic school administrators within the diocese shall be evaluated annually by the superintendent with input regarding the principal's professional growth from the respective pastor, School Board, and faculty where applicable. The evaluation shall be based on the following criteria:

- A. The accomplishment of annually set goals which were mutually agreed upon by the principal, diocesan superintendent, local pastor and School Board. where there is a director of a school system, the School Board will have an opportunity to make recommendations regarding the goals through the director. Where there is a school system for which several pastors are responsible, the superintendent will designate a pastor who is to consult with the respective principal.
- B. The work accomplished since her or his last evaluation for a continuing administrator or the work accomplished during the initial year for a new administrator at a school.
- C. The job description for a Catholic school administrator in the current Diocesan School Handbook (See Attachment A) and the job description of the local position, if available.

III IMPLEMENTATION

- A. Annually each administrator after reflecting on the data obtained from her or his most recent professional growth and assessment process, develops at least two goals for the school year. These should be submitted to the pastor, then to the School Board several days prior to the September School Board meeting. These goals should then be discussed at the School Board meeting. After mutually agreeing to the goals for the administrator, the pastor, the School Board president and the administrator sign and forward these goals to the Superintendent for confirmation by September 30. These goals should be shared with the faculty anytime, but no later than October 31. (See Attachment B) It is recommended that the principal periodically discuss progress on these goals with the School Board.
- B. During February, the principal performs a self-evaluation of her or his established goals according to the established goals. (See Attachment C)

- C. During March the faculty, pastor, and School Board will be asked to complete a form giving input from their perspective on the principal's progress toward achieving the established goals for the year. The results of these forms should be forwarded to the superintendent along with her or his self-evaluation by March 30. (See Attachment D)
- D. Each year, the superintendent will gather additional data to assist in the role of guiding the principal in her or his professional growth.
 - 1. The superintendent will gather data regarding the Principal's performance during the formal School Visit. The superintendent will look at samples of the principal's work; such as, faculty meeting agendas, faculty bulletins, parent newsletters, copy of each teacher's class visit evaluation, a list of faculty spiritual formation activities, a list of faith community development activities, a list of faculty in-service opportunities, a list of any professional or spiritual development conferences or workshops in which the principal participated. Other possibilities include the following: a log kept by the principal for one of her or his work days, copies of news articles concerning the school, copies of written proposals the principal made to the School Board or faculty, or any plan of action the principal may have proposed.

The superintendent will also accompany the principal for a short while when she or he performs the usual daily tasks.
- E. The Superintendent will annually collate and summarize the data gathered and share the results with the principal and the pastor where applicable by June 15 so the principal can use the assessments as a basis for formulating goals for the following school year. (See Attachment F)

**Diocese of Shreveport
Assessment for Professional Growth of Principal
Implementation Guidelines**

Deadline	Action	Attachment
August – September	All principals share goals with pastor and School Board. Review principals' primary responsibilities	B
September 30	All principals send goals to Superintendent for confirmation	B
October 31	All principals share goals with faculty	B
February 10	All principals perform a self-evaluation of goals	C
March 1	All principals distribute appropriate forms to faculty, pastor or School Board so the designated parties can provide input on principal's progress toward achieving goals. Respondents return completed form to the principal by March 30 in a sealed envelope to be forwarded to the Superintendent	C, D, E
March 30	Superintendent collates and summarizes data gathered and shares results with principal.	F

For further description of procedures, see pages 1, 2 and 3 of the Assessment for Professional Growth of Principals.

Principal's Role Description

PRIMARY RESPONSIBILITIES

I. Leadership in Community of Faith

- A. Gives evidence of lived Gospel values
- B. Supports and implements the Philosophy of Catholic Education
- C. Provides leadership in building faith community
- D. Integrates Gospel values and Christian social principles in the curriculum and life of the school

II. Instructional Leadership

- A. Demonstrates leadership in curriculum development
- B. Provides for the supervision of instruction
- C. Implements evaluation strategies oriented toward improvement of instruction
- D. Demonstrates effective skills in the recruitment, selection and assignment of school personnel
- E. Promotes on-going faculty and support staff development
- F. Participates in and coordinates school self-study and implements a school improvement plan
- G. Communicates standards of expected performance

III. Managerial Leadership

- A. Executes procedures and policies of the Diocese
- B. Demonstrates effective organization skills
- C. Provides for effective and efficient day-to-day operation of the school
- D. Promotes an environment that is safe and conducive to learning
- E. Demonstrates effective problem-solving and decision making skills
- F. Uses resources efficiently and justly
- G. Provides direction for the future development of the school
- H. Maintains positive public relations
- I. Approves and monitors a well-balanced student activity program
- J. Works effectively and appropriately with parish/regional School Board

IV. Interpersonal Relationships

- A. Demonstrates positive interpersonal relationships with students
- B. Establishes and maintains effective discipline policies and procedures, based on Christian principles
- C. Demonstrates positive interpersonal relationships with faculty and support staff
- D. Demonstrates positive interpersonal relationships with parents
- E. Demonstrates positive interpersonal relationships with pastor, parish staff and local community
- F. Works collaboratively with local and Diocesan officials.
- G. Demonstrates effective communication skills

V. Professional Responsibilities

- A. Demonstrates a sense of professional responsibility
- B. Keeps abreast of development in curriculum and the learning process and issues related to teaching and educational administration
- C. Interacts with colleagues to further professional growth
- D. Takes advantage of opportunities to further professional growth
- E. Takes appropriate steps to maintain a healthful lifestyle

ATTACHMENT B

This completed form should be forwarded to the Superintendent by September 30. Use a separate page for each goal. Each principal should set at least two goals.

**PRINCIPAL'S GOAL-SETTING FORM
ASSESSMENT FOR PROFESSIONAL GROWTH OF PRINCIPAL**

Name of Principal _____ School Year _____

School _____ City _____

A. GOAL – WHAT I WANT TO ACCOMPLISH

(Circle area of responsibility: Spiritual, Instructional, Administrative, Interpersonal, Professional)

B. OBJECTIVES – STEPS I WILL TAKE TO ACCOMPLISH GOAL

C. EVALUATION - HOW I WILL DETERMINE WHETHER I HAVE ACHIEVED THE GOAL

(State here: 1) what evidence will be used; 2) which other entity, i.e., pastor, faculty, School Board or “other-specify” will assist in evaluating the goal.)

Principal _____ Date _____

Pastor _____ Date _____

School Board President _____ Date _____

ATTACHMENT C

Name of Principal _____ School Year _____

School _____ City _____

Brief resume of First Goal:

Second Goal:

PRINCIPAL'S SELF-ASSESSMENT OF PROGRESS TOWARD ACHIEVEMENT OF GOALS (to be completed by February 28)

ASSESSMENT OF PRINCIPAL'S PROGRESS TOWARD ACHIEVEMENT OF GOALS by (please check): Attach response.

- pastor
- education School Board
- faculty
- other: (specify) _____

ATTACHMENT D

RE: Principal's Name _____ School Year _____

Dear _____:

At the beginning of this school year, your principal shared her or his goals with you for the year. Your perceptions of your principal's progress in the achievement of these goals can be very helpful to your principal's professional growth.

At this time, then, I am offering you the opportunity to assist your principal in that respect by completing the following form and sharing the contents of this paper directly with your principal by April 30. Your principal will forward your responses to me with a final report.

Please indicate below whether or not you are satisfied with your principal's progress toward achievement of her or his established goals for this school year. Use the following code on the line next to each specified goal:

- S To indicate you are "Satisfied"
- DS To indicate you are "Dissatisfied"

Comments you make in the space allotted would be very helpful to the principal in professional development. If you indicate "Dissatisfied" for an item, I expect an explanatory comment in the space provided.

Thank you for your dedication to Catholic education.

Gratefully,

Sister Carol Shively, OSU
Superintendent of Catholic Schools

(Use other side of paper, if needed)

_____ RE: Principal's First Goal
Comments:

_____ RE: Principal's Second Goal
Comments:

Signature of Respondent _____ Date _____

RE: Principal's Name _____ School Year _____

Dear Pastor,

As Superintendent of Catholic Schools for the Diocese of Shreveport, I have the responsibility of assisting your principal in professional growth and development. Since you have the opportunity to co-minister with your principal at the same school, I ask for your input regarding your perception of your principal's accomplishments.

Attached is a list of the principal's primary responsibilities. Next to each statement, please mark to what extent you believe your principal performs said tasks. Please use the following code:

S = Satisfied; DS = Dissatisfied; UK = Unknown

Please use "Unknown" if you do not have the opportunity to know this aspect of your principal's responsibilities.

Comments you wish to make in the space allotted would be very helpful to the principal in professional development. However, if you indicate "Dissatisfied" for an item, I would expect an explanatory comment in the space provided.

To be of most assistance, please share this completed form with your principal by April 30. I ask the School Board president to share a consensus report from the School Board with the principal by April 30. The principal will then forward it to me together with the other input received.

Gratefully,

Sr. Carol Shively, O.S.U.
Superintendent of Catholic Schools

RE: Principal's Name _____ School Year _____

Dear Faculty Member,

As Superintendent of Catholic Schools for the Diocese of Shreveport, I have the responsibility of assisting your principal in professional growth and development. Since you have the opportunity to co-minister with your principal at the same school, I ask for your input regarding your perception of your principal's accomplishments.

Attached is a list of the principal's primary responsibilities. Next to each statement, please mark to what extent you believe your principal performs said tasks. Please use the following code:

S = Satisfied; DS = Dissatisfied; UK = Unknown

Please use "Unknown" if you do not have the opportunity to know this aspect of your principal's responsibilities.

Comments you wish to make in the space allotted would be very helpful to the principal in professional development. However, if you indicate "Dissatisfied" for an item, I would expect an explanatory comment in the space provided.

To be of most assistance, please share this completed form with your principal by April 30. I ask the School Board president to share a consensus report from the School Board with the principal by April 30. The principal will then forward it to me together with the other input received.

Gratefully,

Sr. Carol Shively, O.S.U.
Superintendent of Catholic Schools

RE: Principal's Name _____ School Year _____

Dear School Board President,

As Superintendent of Catholic Schools for the Diocese of Shreveport, I have the responsibility of assisting your principal in professional growth and development. Since you have the opportunity to co-minister with your principal at the same school, I ask for your input regarding your perception of your principal's accomplishments.

Attached is a list of the principal's primary responsibilities. Next to each statement, please mark to what extent you believe your principal performs said tasks. Please use the following code:

S = Satisfied; DS = Dissatisfied; UK = Unknown

Please use "Unknown" if you do not have the opportunity to know this aspect of your principal's responsibilities.

Comments you wish to make in the space allotted would be very helpful to the principal in professional development. However, if you indicate "Dissatisfied" for an item, I would expect an explanatory comment in the space provided.

To be of most assistance, please share this completed form with your principal by April 30. I ask the School Board president to share a consensus report from the School Board with the principal by April 30. The principal will then forward it to me together with the other input received.

Gratefully,

Sr. Carol Shively, O.S.U.
Superintendent of Catholic Schools

RE: Principal's Name _____ School Year _____

I. Leadership in Community of Faith

- _____ A. Gives evidence of lived Gospel values.
- _____ B. Supports and implements the Philosophy of Catholic Education.
- _____ C. Provides leadership in building faith community.
- _____ D. Integrates Gospel values and Christian social principles in the curriculum and life of the school.

COMMENTS:

II. Instructional Leadership

- _____ A. Demonstrates leadership in curriculum development.
- _____ B. Provides for the supervision of instruction.
- _____ C. Implements evaluation strategies oriented toward improvement of instruction.
- _____ D. Demonstrates effective skills in the recruitment, selection and assignment of school personnel.
- _____ E. Promotes on-going faculty and support staff development.
- _____ F. Implements a school improvement plan.
- _____ G. Communicates standards of expected performance.

COMMENTS:

III. Managerial Leadership

- _____ A. Executes procedures and policies of the diocese.
- _____ B. Demonstrates effective organization skills.
- _____ C. Provides for effective and efficient day-to-day operation of the school.
- _____ D. Promotes an environment that is safe and conducive to learning.
- _____ E. Demonstrates effective problem-solving and decision making skills.
- _____ F. Uses resources efficiently and justly.
- _____ G. Provides direction for the future development of the school.
- _____ H. Maintains positive public relations.
- _____ I. Approves and monitors a well-balanced student activity program.
- _____ J. Works effectively and appropriately with School Board.

COMMENTS:

IV. Interpersonal Relationships

- _____ A. Demonstrates positive interpersonal relationships with students.
- _____ B. Establishes and maintains effective discipline policies and procedures, based on Christian principles.
- _____ C. Demonstrates positive interpersonal relationships with faculty and support staff.
- _____ D. Demonstrates positive interpersonal relationships with parents.
- _____ E. Demonstrates positive interpersonal relationships with pastor, parish staff and local community.
- _____ F. Works collaboratively with local and Diocesan officials.
- _____ G. Demonstrates effective communication skills.

COMMENTS:

V. Professional Responsibilities

- _____ A. Demonstrates a sense of professional responsibility.
- _____ B. Keeps abreast of development in curriculum and the learning process and issues related to teaching and educational administration.
- _____ C. Interacts with colleagues to further professional growth.
- _____ E. Takes advantage of opportunities to further professional growth.
- _____ F. Takes appropriate steps to maintain a healthful lifestyle.

COMMENTS:

Signature of Respondent _____ Date _____

ATTACHMENT F

**SUPERINTENDENT'S NARRATIVE REPORT
ASSESSMENT FOR GROWTH OF PRINCIPALS**

Name of Principal _____ School Year _____

School _____ City _____

Number of Years as Principal _____ Current School _____ Other Schools _____

Areas of Primary Responsibility	Commendations and Recommendations
Leadership in Community of Faith	
Instructional Leadership	
Managerial Leadership	
Interpersonal Relationships	
Professional Responsibilities	

COMMENTS:

Signature of Superintendent _____ Date _____

ATTACHMENT H

FOR REFERENCE ONLY

Principal's Role

Descriptors of Primary Responsibilities

I. Leadership in Community of Faith

A. Gives evidence of lived Gospel values

1. Is an active member of his or her Catholic parish
2. Makes decisions which reflect a sense of mercy and justice
3. Demonstrates a respect for all forms of life
4. Gives evidence of a positive attitude in speech and action
5. Models an attitude of service
6. Updates self in knowledge of the faith (i.e. Scripture, Theology, Catholic Church Teachings and Catechetics).
7. Speaks, acts and instructs educational staff, students and parents in a manner that is consistent with teachings of the Church on issues of faith and morals
8. Participates in spiritual development activities of the local school community
9. Gives evidence to the importance of prayer and worship through full participation in leading and celebrating liturgical prayer, paraliturgical prayer, faith-sharing activities and other forms of prayer with faculty, students and parents
10. Works with faculty and support staff, students and parents in a cooperative, concerned manner

B. Supports and implements the Philosophy of Catholic Education

1. Initiates and participates in studies of the philosophy and objectives of the local school, the philosophy of Catholic education and Church documents regarding Catholic education
2. Develops, communicates and implements statements of school philosophy and mission which reflect the unique Catholic character of the school
3. Includes goal setting and a review of the school's philosophy and diocesan and school policies in the inservice sessions for faculty prior to the beginning of each year
4. Makes appropriate revisions of the above, with faculty concerns and participation
5. Supports the formal religious education program by ensuring quality Catholic religious instruction of students
6. Promotes the Catholic identity of the school
7. Knows the history and purpose of Catholic Schools in the United States
8. Utilizes Church documents and Catholic guidelines and directives

C. Provides leadership in building Catholic faith community

1. Contributes to a cooperative and positive spirit within the school community among students, parents and the faculty and other school staff
2. Demonstrates a willingness to plan, encourage and participate in community building activities (religious, social and educational)
3. Welcomes all members to the community with a spirit of openness, acceptance and helpfulness
4. Demonstrates a spirit of reconciliation when participating in problem situations affecting the faith community
5. Includes community building activities in the in-service sessions for staff
6. Demonstrates a sense of compassion for, and sensitivity to the needs of the individual
7. Nurtures the faith development of faculty, staff and students through opportunities for spiritual growth
8. Provides opportunities for the school community to celebrate faith
9. Recognizes, respects and facilitates the role of parents as primary educators for their children
10. Fosters collaboration between the parish(es) and the school

D. Integrates Gospel values and Christian social -principles in the curriculum and life of the school

1. Integrates global perspectives into the curriculum
2. Helps students become aware of social issues appropriate to their level of understanding
3. Oversees appropriate Christian service programs with faculty and students for assistance within the school community and the broader community
4. Involves the faculty in the interpretation of Christian principles within the total curriculum
5. Facilitates the moral development and maturity of children, youth and adults

II. Instructional Leadership

A. Demonstrates leadership in curriculum development

1. Involves the faculty in the integration of Christian principles, gospel values and global perspectives into the total curriculum
2. Reviews and develops curriculum in relation to school philosophy and goals
3. Coordinates and supervises a sequential curriculum plan for all subjects
4. Considers faculty input in development and implementation of curriculum designed to meet student needs
5. Provides a time frame for review of curriculum and updating
6. Encourages parental involvement in curriculum planning

- B. Provides for the supervision of instruction
1. Promotes the identification of instructional objectives
 2. Monitors student progress toward achievement of instruct objectives
 3. Makes program changes based upon student achievement data other pertinent information
 4. Obtains substitute teachers
 5. Selects a designated administrator for times when principal is absent.
 6. Oversees ordering of all books and supplies
- C. Implements evaluation strategies oriented toward improvement of instruction
1. Implements diocesan Professional Growth and Evaluation Process of Teachers
 2. Makes accommodations and recommendations for students with different learning styles
 3. Works with teachers and students to help students reach their potential
- D. Demonstrates effective skills in the recruitment, selection and assignment of school personnel
1. Recruits faculty who enhance the overall effectiveness of the school and complement existing faculty
 2. Keeps accurate official records including contracts, transcripts, teaching certificates and other data
 3. Demonstrates effective screening and interviewing skills for selection of faculty
 4. Utilizes data from Professional Growth and Evaluation Process of Teachers for the assignment of faculty
- E. Promotes on-going faculty and support staff development
1. Holds in-service sessions for faculty prior to the beginning of each school year. Includes:
 1. goal setting
 2. review of school philosophy
 3. review of Diocesan Policy
 4. review of general policy and makes appropriate revisions with concerns of the faculty
 2. Promotes faculty awareness of developments in education
 3. Arranges, presides and sets agenda for regular monthly faculty meeting
 4. Provides meaningful in-services for support staff and faculty
 5. Involves faculty and support staff in assessing their respective development needs
 6. Assists each teacher in formulating a professional development plan that includes continuing education
 7. Requires faculty attendance at local and Diocesan meetings, institutes and workshops

F. Participates in and coordinates school self-study and implements the School Improvement Plan

1. Initiates and oversees the process of the school's self-study
2. Creates and annually revises a long-range plan based on reliable data including the following:
 - a. enrollment projections
 - b. priorities in curriculum
 - c. developmental goals and objectives
 - d. site improvements and school improvements
 - e. budget projections
3. Articulates a student recruitment program
4. Understands the basic strategies of long-range planning and applies them in developing plans for school

G. Communicates standards of expected performance

1. Communicates high academic expectations to students
2. Communicates to teachers expectations for high instructional performance
3. Communicates to parents/community the high expectation for the school

III. Managerial Leadership

A. Executes procedures and policies of the Diocese

1. Administers the school in accordance with the policies, procedures and guidelines of the Diocesan School Office and the general policies of the diocese
2. Reviews Diocesan School Manual with faculty at first meeting of the school year. For new members of the staff, extra time needs to be taken in this review
3. Collaborates with the diocesan superintendent's office and implements diocesan school policies, guidelines and procedures

B. Demonstrates effective organization skills

1. Manages time efficiently
2. Prioritizes tasks and functions accordingly
3. Utilizes resources in an optimal manner
4. Delegates responsibility and authority when appropriate
5. Completes duties promptly and accurately
6. Ensures that official records are properly kept and maintained
7. Develops and implements annual school calendar
8. Coordinates bus transportation, where applicable

C. Provides for effective and efficient day-to-day operation of the school

1. Involves faculty and support staff in development and review of day-to-day operational procedures
2. Implements administrative procedures which are clear and efficient

3. Promotes among all support staff an understanding of their responsibilities to the instructional program of the school
4. Provides regular bulletins and announcements
5. Monitors attendance Arranges teacher substitutions
6. Monitors and supervises food service operations
7. Ensures that emergency information for each student, faculty, and support staff member is readily available
8. Utilize effective screening and interviewing skills
9. Recruits support staff who enhance the overall effectiveness of the school
10. Directs and manages faculty and support staff in carrying out their responsibilities

D. Promotes an environment that is safe and conducive to learning

1. Provides for ad - equate supervision of students at all times and specifies hours that the school will provide supervision of students
2. Collaborates with faculty in developing and enforcing a consistent, positive discipline code, which emphasizes consideration, justice and development of self-discipline consistent with gospel values and Christian principles
3. Set basic rules for classroom conduct and approves any classroom statement of rules
4. Communicates to teachers their responsibility to implement rules, to supervise their students at all times and to provide for any reasonably foreseeable risk to the students
5. Plans and records fire, tornado and earthquake drills
6. Keeps personnel apprised of principles of current school law as they apply to the Catholic School
7. Develops procedures for the handling and reporting of accidents.
8. Oversees maintenance of the school building and directs custodial services within the school, in cooperation with the pastor or a designee, to assure the health and safety of the teachers and students
9. Provides for supervision for all programs and activities directly sponsored by the school

E. Demonstrates effective problem-solving and decision-making skills

1. Makes day-to-day decisions that affect the total school for school-wide issues in the spirit of the school's philosophy and mission statement and in accord with the policies of the diocesan school office and education School Board.
2. Identifies and analyzes pertinent elements in a problem situation
3. Establishes priorities and seeks relevant data
4. Considers alternative solutions before making decisions.
5. Makes logical decisions based upon available information
6. Ensures due-process for all teachers and students

F. Uses resources efficiently and justly

1. Ascertain that effective procedures are in place for daily handling, record-keeping and prompt deposit of school fees and special funds
2. Establishes regulations regarding any purchases to be billed to school accounts, including stipulations about prior approval and the use of purchase orders
3. Coordinates the purchase and use of equipment, supplies, and materials

4. Demonstrates fiscal responsibility in administrative spending and keeping records of expenditures
 5. Supervises the billing of unpaid fees unless handled by another office.
 6. Works with the education School Board, or School Board committee in planning the annual school budget and in long-range financial planning
 7. Participates in decisions related to change of fees, tuition or parish support that specifically relates to parents of school students
 8. Solicits input from faculty on instructional budgetary needs and other priority issues
 9. Maintains appropriate inventories within the school
- G. Provides direction for the future development of the school
1. Actively participates in student recruitment projects
 2. Stimulates future vision and long-range planning
 3. Leads in the creation and annual revision of a long-range plan based on reliable data and encompassing the following elements: enrollment projections, priorities and curriculum, personnel growth, site improvement, budget projections, income, goals.
 4. Promotes on-going staff development
- H. Maintains positive public relations
1. Coordinates effective public relations in the parish and local community.
 2. Publicizes school awards and activities
 3. Supports and cooperates with the Home and School Association or other parent organization
 4. Keeps all appropriate parties informed about important school issues
 5. Consults with and asks suggestions from appropriate parties: pastor, education School Board, faculty, parent leaders or representatives, diocesan school personnel
 6. Promotes a positive image of the school in the community
 7. Demonstrates positive interpersonal relationships with community
 8. Maintains communication with local public school district and appropriate civic organizations
- I. Approves and monitors a well-balanced student activity program
1. Oversees all programs and activities directly sponsored by the school
 2. Develops rules and procedures for field trips and other out-of-school activities
 3. Provides a variety of enrichment assemblies

J. Works effectively and appropriately with parish or regional School Board

1. Keeps the School Board apprised of and involved in the annual review of the school's philosophy and mission statement
2. Assists with the identification and formulation of needed School Board policies
3. Keeps the School Board informed about important school issues
4. Works with the School Board president to form the School Board agenda
5. Suggests meaningful items for the School Board agenda and provides sufficient background material for the School Board
6. Implements, in the day-to-day administration of the school, all School Board policies that have been enacted
7. Is willing to discuss all issues that are appropriate for School Board consideration

IV. Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students

1. Promotes positive self-concept in students
2. Makes effort to know each student as an individual and demonstrates respect, understanding and acceptance of each student as an individual
3. Interacts with students in a mutually respectful, friendly, just and professional manner
4. Gives constructive criticism and praise when appropriate
5. Is reasonably available to students, interacting frequently with them
6. Uses discretion in handling difficult situations
7. Recognizes that a student's emotional well-being affects learning potential
8. Encourages students to develop to their full potential
9. Listens respectfully to needs and concerns.
10. Respects students' rights to hold different views
11. Creates a school climate which encourages mutual respect
12. Shows sensitivity to physical development and special health needs of students
13. Encourages student leadership and involvement

B. Establishes and maintains effective discipline -policies and procedures, based on Christian principles

1. Communicates student disciplinary policies and behavioral expectations to the faculty, students and parents
2. Administers student disciplinary procedures in a fair, consistent and Christian manner
3. Provides feedback to teachers regarding discipline referrals
4. Develops positive approaches regarding student disciplinary matters

C. Demonstrates positive interpersonal relationships with faculty and support staff

1. Demonstrates respect, understanding and acceptance of each staff member as an individual
2. Works cooperatively with colleagues in planning instructional activities which reflect the best interests of the students
3. Shares ideas, materials and methods with educational staff
4. Makes appropriate use of student referral services
5. Participates in staff projects

6. Is considerate of other faculty and support staff members in planning and implementing projects, etc.
7. Expresses positive encouragement to others
8. Shows appreciation for unique contributions of each faculty and support staff member
9. Respects the individual's right to hold differing views
10. Listens respectfully to needs and concerns
11. Encourages suggestions from faculty and support staff
12. Seeks faculty and support staff opinions and feelings regarding school related problems
13. Is accessible to faculty and support staff, interacting frequently in a - friendly manner
14. Works with faculty and support staff to reduce undue stress and pressures

D. Demonstrates positive interpersonal relationships with parents

1. Provides time for conferences with parents and teachers
2. Is administrative director of Home and School Association
3. Works with faculty to develop effective parent/teachers conferences and other all-school projects
4. Gives evidence of respect for parents as the primary educator of their children
5. Cooperates with parents in the best interest of the student
6. Provides a climate which initiates and invites communication with parents
7. Communicates clearly, accurately, professionally and consistently with parents
8. Informs parents of students in academic or disciplinary difficulty within a reasonable length of time
9. Is courteous and helpful to parents
10. Gives serious consideration and appropriate action to parental comments and criticism
11. Participates actively in school-sponsored parent meetings and programs
12. Uses discretion in handling sensitive and/or confidential information
13. Listens respectfully to needs and concerns
14. Seeks support and involvement of parents to meet the needs of the student
15. Is accessible to parents, interacting frequently in a respectful and friendly manner

E. Demonstrates positive interpersonal relationships with pastor, parish staff and local community

1. Cooperates effectively with all parish organizations
2. Is administrative officer of School Board
3. Meets regularly with pastor
4. Collaborates with the pastor of major concerns that affect school, parish, and/or local community

F. Works collaboratively with local and diocesan officials

1. Implements local and diocesan regulations and policies
2. Consults with appropriate personnel regarding professional planning responsibilities
3. Gives serious consideration to diocesan administrative suggestions for improvement
4. Informs staff of significant activities or problems which may have school-wide or administrative effects or repercussions

G. Demonstrates effective communication skills

1. Promotes communication with school personnel, students, parents and community
2. Provides teachers with clear and concise information about school operations
3. Communicates clearly, correctly and effectively with varied audiences

V. Professional responsibilities

A. Demonstrates a sense of professional responsibility

1. Is regular and punctual in attendance according to local policy
2. Is punctual and accurate in performance of duties
3. Implements all school policies
4. Handles confidential information ethically and discreetly
5. Selects appropriate chain of command for resolving concerns/problems
6. Recognizes and deals effectively with crisis issues and situations
7. Provides accurate data to the school and the Diocesan School office as requested for management purposes
8. Carries out duties with established job description
9. Exercises responsibility for student supervision at all school-related activities
10. Implements diocesan policies, procedures and guidelines

B. Keeps abreast of development in curriculum and the learning process and issues related to education

1. Reads professional materials
2. Participates in professional organizations
3. Participates in workshops, in-services and continued education

C. Interacts with colleagues to further professional growth

1. Seeks advice and help of colleagues
2. Takes active role in principal meetings and in-service programs
3. Shares professional expertise with other staff members

D. Takes advantage of opportunities to further professional growth

1. Actively participates in the diocesan Assessment for Professional Growth of Principals
2. Takes advantage of community, diocesan and local school resources
3. Demonstrates commitment to professional development by participation in professional activities (e.g., professional organizations, workshops, conferences)

4. Seeks input and feedback from colleagues, parents and students and responds in an appropriate manner to constructive criticism
 5. Pursues principal certification and renewal through the Louisiana Board of Elementary and Secondary Education
- E. Takes appropriate steps to maintain a balanced and healthful lifestyle by making appropriate choices in the areas of spirituality, nutrition, physical fitness and relaxation