



# School Board Check-Up List

Each aspect of the administrative process should be organized so as to assist in implementing the school's philosophy and objectives. The constituency, board, and principal should function as a harmonious unit in developing an effective program that will assure that students receive a balanced spiritual, mental, physical, and social education. Use the list below to self-evaluate your school program.

| Yes | No |     |  |
|-----|----|-----|--|
|     |    | 1.  | We have a school constitution.   |
|     |    | 2.  | The constituency participates as an enrichment resource in the classroom.  |
|     |    | 3.  | Our school board meets regularly.  |
|     |    | 4.  | Our school board actively participates in the total operation of the school.   |
|     |    | 5.  | Accurate board minutes are kept and sent to the local conference office.   |
|     |    | 6.  | Our school board assumes responsibility for providing janitorial and maintenance service.  |
|     |    | 7.  | Our school board is active in recruiting students.   |
|     |    | 8.  | School board members visit the school periodically.  |
|     |    | 9.  | We have a current school handbook or bulletin.   |
|     |    | 10. | We cooperate with the conference office for employment and assignment of credentialed personnel.   |
|     |    | 11. | We have an adequate accounting system with records apart from the church.  |
|     |    | 12. | Monthly financial reports are supplied to the board and local conference office.   |
|     |    | 13. | The facilities and playground are safe.  |
|     |    | 14. | Water and sanitation safety is checked regularly.  |
|     |    | 15. | Student learning and teacher curriculum materials - including computers, computer software, reference materials, and textbooks are current and adequate. |
|     |    | 16. | We support the highest Adventist standards in school-sponsored events.   |



# This is What You Missed

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Homework Buddy \_\_\_\_\_

Assignments

Math \_\_\_\_\_

English \_\_\_\_\_

Reading \_\_\_\_\_

Science \_\_\_\_\_

Social Studies \_\_\_\_\_

Spelling \_\_\_\_\_

Bible \_\_\_\_\_

Other \_\_\_\_\_

Memory Verse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# End of Year Student Recommendation

**Name of Student:**

**Grade:**

**Teacher's Name:**

**Date:**

**Describe the concern/problem:**

**Describe how the student is affected by the problem:**

**Describe the reasonable accommodations/services that are necessary:**

**Describe the communication/contact with parent/guardian regarding the concern along with their response:**

**Review/Reassessment Date:**

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*Teacher's Signature*



# Magazine Report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Magazine Title: \_\_\_\_\_

Article Title: \_\_\_\_\_

Author: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

These are three things I learned from reading this article.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



This is a picture that illustrates something I read about.

### Student Discipline Form

My Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Explain the Event

Who? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What? and How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where? \_\_\_\_\_  
When? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain what the classroom rule is: \_\_\_\_\_  
\_\_\_\_\_

Explain how you could have handled this situation better: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What discipline do you think you should have? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Teacher's Signature



**My Action Plan**

1. What's the problem?

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2. What's causing the problem? (Please list the factors.)

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3. What plan will you use to solve the problem?

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



# Friday Study Sheet



Name \_\_\_\_\_ Date \_\_\_\_\_

## Spelling Words

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_

- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_

## Dictation Passage

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## Memory Verse

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Magazine Report  
Social Studies

Name \_\_\_\_\_ Date \_\_\_\_\_

Magazine \_\_\_\_\_ Date of Issue \_\_\_\_\_

Title of Article \_\_\_\_\_

Article Author \_\_\_\_\_

Article length \_\_\_\_\_ pages \_\_\_\_\_ Columns long

Give a brief summary of what the article is about: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

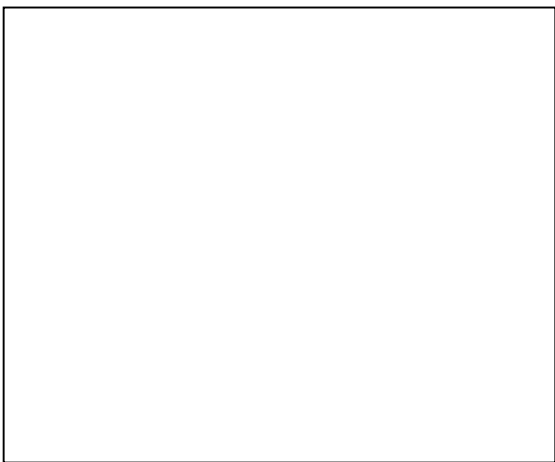
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Would you recommend this article to someone else to read? \_\_\_\_\_

Why or why not \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is something new you learned from reading this article? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is a picture of what I read. \_\_\_\_\_



# School Wide Rules

1. Follow the directions the 1<sup>st</sup> time
2. Be in the appropriate place at the appropriate time
3. Do not be disruptive
4. No inappropriate hands on behavior
5. Do not take the Lord's name in vain, or use vulgar language/gestures
6. Be honest (no cheating, lying, stealing)



|                        |                        |
|------------------------|------------------------|
| Student _____          | Date _____             |
| Grade _____            | Teacher _____          |
| Date of Incident _____ | Time of Incident _____ |

## Conduct Referral Notice to Parents

The purpose of this report is to inform you of a disciplinary incident involving the student.

**Reason(s) for Referral:** Failure to observe school rules

- ◇ #1 Follow the directions the 1<sup>st</sup> time
- ◇ #2 Be in the appropriate place at the appropriate time
- ◇ #3 Do not be disruptive
- ◇ #4 No inappropriate hands on behavior
- ◇ #5 Do not take the Lord's name in vain, or use vulgar language/gestures
- ◇ #6 Be honest (no cheating, lying, stealing)

### Action and Recommendations(s)

- ◇ Conferenced with student
- ◇ Detained student
- ◇ Changed student's seat
- ◇ Telephoned parent
- ◇ Removed student from class
- ◇ Parent conference requested

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Student's Signature

|                        |                        |
|------------------------|------------------------|
| Student _____          | Date _____             |
| Grade _____            | Teacher _____          |
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- ◇ Removed student from class
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\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Student's Signature



**Merit Discipline System  
Grades 5-8**

1. At the beginning of the school year every student starts with 20 merit points.
2. Demerits are subtracted from the 20 for the following:
  - 5 demerits - swearing
  - 5 demerits - physical contact (kicking, hitting, pushing/shoving, tripping, etc.)
    - 3 demerits - chewing gum or eating candy
    - 3 demerits - talking back to the teacher
    - 2 demerits - being disrespectful
    - 2 demerits - distracting others
    - 1 demerit - out of dress code
    - 1 demerit - coming into class not prepared - pencil, book, etc.
    - 1 demerit - talking to others while the teacher talks
  - \*\* additional demerits may be instituted during the school year
3. Parents will be notified when students lose 5 or more merit points.  
When a student reaches 0 merit points - parents and student meet with the principal and the student has in-house suspension.
4. Merit Consideration  
Students are encouraged to be good school citizens. The merit system is designed to encourage positive behavior. Any student can apply for merits upon meeting the following requirements:
  - a. Once **5** school days in attendance have passed, from the date of your last demerit offense, and there is no further demerit accumulation, 1 merit point will be added to the student's merit point bank.
  - b. A student must initiate merit consideration by filling out the appropriate form - meeting the requirement above. (Form obtained from the homeroom teacher.)
5. A student can only earn a total of 40 merit points.
6. To go on any field trips a student must have at least 12 merit points. Students who do not have the required merit points will remain at the school and will work on a field-trip related project under adult supervision.
7. "Fun Fridays" will take place at the end of each quarter. Students with a minimum of 12\* merit points will be eligible. (\* This number may change from quarter to quarter.)



## Student-Parent-Teacher Conference Outline

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

My grades for the \_\_\_\_\_ grading period are:

*At the beginning of the grading period write what grade you are aiming to achieve for the quarter. At the end of the quarter add the grade you received.*

Art \_\_\_\_\_ Bible \_\_\_\_\_ ELA \_\_\_\_\_

Math \_\_\_\_\_ Handwriting \_\_\_\_\_ Science \_\_\_\_\_

Soc Studies \_\_\_\_\_ Music \_\_\_\_\_ P.E. \_\_\_\_\_

Keyboarding \_\_\_\_\_ Technology \_\_\_\_\_

These are the things I do well:

1. \_\_\_\_\_ because \_\_\_\_\_

Choose one from the first column

2. \_\_\_\_\_ because \_\_\_\_\_

Choose one from the second or third column

3. \_\_\_\_\_ because \_\_\_\_\_

Choose one from second or third column

One subject that I do especially well on from the three listed above is:

\_\_\_\_\_

The reason I succeed in this subject is because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Administration

These are the things I struggle with:  
Choose one from the first, second or third column

1. \_\_\_\_\_ because \_\_\_\_\_

Choose one from the second or third column

2. \_\_\_\_\_ because \_\_\_\_\_

Choose one from the second or third column

3. \_\_\_\_\_ because \_\_\_\_\_

The one thing I just listed that I struggle with, but I am going to work on the most is:

\_\_\_\_\_

This is what I am going to do to improve my grade in \_\_\_\_\_:  
(Subject)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You (Parent) can help me to improve \_\_\_\_\_, by:

\_\_\_\_\_

\_\_\_\_\_

My goal next term is to \_\_\_\_\_  
(be realistic!)

Thank you (Parent/s) for

\_\_\_\_\_

When we get home, I want you to look at my work with me and notice these things about it:

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_  
(Student who filled out the form)



**Your School Name Here**  
**Your Grade Level Here**  
**Contracts**

**Student Contract**

As a **\*\*** grader, I understand that I must abide by the policies and guidelines described in the **\*\*Your school name\*\* Handbook**. I acknowledge that I have read these documents and am ready to put forth my best efforts.

I understand that I am responsible for the textbooks I will be issued for study during this school year at **\*\*Your School Name Here\*\***. I realize that I must take care of my books and return them to my teacher at the end of the school year. I know that any textbooks returned in poor condition will be subject to a fine charged to my school account. I also understand that textbooks lost and/or not returned at the end of the school year must be replaced - and the charges will be billed to my school account.

Signed \_\_\_\_\_

Date \_\_\_\_\_

\*\*\*\*\*

**Parent Contract**

I understand that the students at **\*\*Your School Name Here\*\*** are to abide by the policies and guidelines described in the **\*\*Your school name here\*\* Handbook**. I acknowledge that I have read this document and am ready to support the classroom teacher and my student during this school year.

I understand that my student is responsible for the textbooks he/she will be issued for study during this school year. I realize that my student must take care of these books and return them to the teacher at the end of the school year. I know that any textbooks returned in poor condition will be subject to a fine charged to my student's school account. I also understand that textbooks lost and/or not returned at the end of the school year must be replaced - and the charges will be billed to my student's school account.

Signed \_\_\_\_\_

Date \_\_\_\_\_



- \_\_\_ Admin. Self-Evaluation
- \_\_\_ Office Evaluation
- \_\_\_ Teacher Evaluation
- \_\_\_ Board Member Evaluation

**ADMINISTRATOR PERFORMANCE EVALUATION**

Administrator's Name:

Date:

School:

**DIRECTIONS:** Please carefully and thoughtfully respond to each of the questions asked below. The purpose of this instrument is to assist the local administration in enhancing the overall school program and its services to constituents. Upon completion of the instrument, please return it to our office in the stamped, self-addressed envelope. Use the scoring legend outlined below to respond to each statement:

- 1 - Needs Improvement
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Outstanding
- U - Unable to Assess

**A. PROFESSIONALISM:**

1. \_\_\_\_\_ Practices professional ethics
2. \_\_\_\_\_ Keeps word and honors commitments
3. \_\_\_\_\_ Projects desired professional image
4. \_\_\_\_\_ Protects confidential information
5. \_\_\_\_\_ Implements Union and Conference policies
6. \_\_\_\_\_ Is knowledgeable and current in field
7. \_\_\_\_\_ Is receptive to new ideas and change
8. \_\_\_\_\_ Demonstrates fairness and objectivity
9. \_\_\_\_\_ Keeps informed of curricular developments
10. \_\_\_\_\_ Keeps informed of instructional practices

**EVALUATOR COMMENT(S):**

**B. PLANNING/DECISION MAKING:**

- 1. \_\_\_\_\_ Has relevant annual and future goals
- 2. \_\_\_\_\_ States goals simply and clearly
- 3. \_\_\_\_\_ Sets proper priorities and target dates
- 4. \_\_\_\_\_ Provides resources needed to achieve goals
- 5. \_\_\_\_\_ Involves appropriate parties with goal setting and decisions.
- 6. \_\_\_\_\_ Furnishes adequate lead time with assignments
- 7. \_\_\_\_\_ Uses sound problem-solving techniques

**EVALUATOR COMMENT(S):**

**C. ORGANIZING AND COORDINATING:**

- 1. \_\_\_\_\_ Organizes daily and weekly activities
- 2. \_\_\_\_\_ Uses a system to keep track of information
- 3. \_\_\_\_\_ Works by priority rather than crisis
- 4. \_\_\_\_\_ Uses time wisely
- 5. \_\_\_\_\_ Coordinates activities effectively

**EVALUATOR COMMENT(S):**



**D. COMMUNICATING:**

- 1. \_\_\_\_\_ Is readily available when needed
- 2. \_\_\_\_\_ Communicates clearly and simply
- 3. \_\_\_\_\_ Shares information in a timely manner
- 4. \_\_\_\_\_ Shares accurate and up-to-date information
- 5. \_\_\_\_\_ Is open to, and levels with, people
- 6. \_\_\_\_\_ Practices two-way communication
- 7. \_\_\_\_\_ Lets people know what to expect
- 8. \_\_\_\_\_ Keeps people informed
- 9. \_\_\_\_\_ Conducts effective meetings
- 10. \_\_\_\_\_ Speaks effectively
- 11. \_\_\_\_\_ Writes effectively
- 12. \_\_\_\_\_ Listens effectively

**EVALUATOR COMMENT(S):**

**E. MOTIVATING:**

- 1. \_\_\_\_\_ Gives people freedom to do their job
- 2. \_\_\_\_\_ Instills spirit of teamwork
- 3. \_\_\_\_\_ Performs duties enthusiastically
- 4. \_\_\_\_\_ Promotes job satisfaction and morale
- 5. \_\_\_\_\_ Shows appreciation and gives praise

**EVALUATOR COMMENT(S):**

**F. PERFORMANCE MONITORING AND EVALUATING:**

- 1. \_\_\_\_\_ Monitors performance of people effectively
- 2. \_\_\_\_\_ Gives people prompt and accurate feedback
- 3. \_\_\_\_\_ Levels; lets people know where they stand and how they are doing
- 4. \_\_\_\_\_ Explains expected performance standards and results
- 5. \_\_\_\_\_ Holds effective evaluation conferences

**EVALUATOR COMMENT(S):**

**G. PROFESSIONAL DEVELOPMENT:**

- 1. \_\_\_\_\_ Helps others to develop effectively
- 2. \_\_\_\_\_ Has relevant, annual professional development goals and programs for self
- 3. \_\_\_\_\_ Achieves goals of own professional development program (actual results)

**EVALUATOR COMMENT(S):**

**H. HUMAN AND PUBLIC RELATIONS:**

- 1. \_\_\_\_\_ Maintains good relations with colleagues
- 2. \_\_\_\_\_ Maintains good relationship with the community
- 3. \_\_\_\_\_ Demonstrates courage of conviction
- 4. \_\_\_\_\_ Is innovative and creative
- 5. \_\_\_\_\_ Provides support and assistance when needed

- 6. \_\_\_\_\_ Is proactive in outlook
- 7. \_\_\_\_\_ Manages conflict effectively
- 8. \_\_\_\_\_ Copes effectively with pressure
- 9. \_\_\_\_\_ Adapts effectively to new and unusual situations
- 10. \_\_\_\_\_ Shows initiative
- 11. \_\_\_\_\_ Is reliable; follows up on things
- 12. \_\_\_\_\_ Administers budget fairly and effectively

**EVALUATOR COMMENT(S):**

Courtesy of:  
Columbian Union Conference

**ADMINISTRATIVE PERFORMANCE EVALUATION  
BLAKE/MOUTON LEADERSHIP GRID**

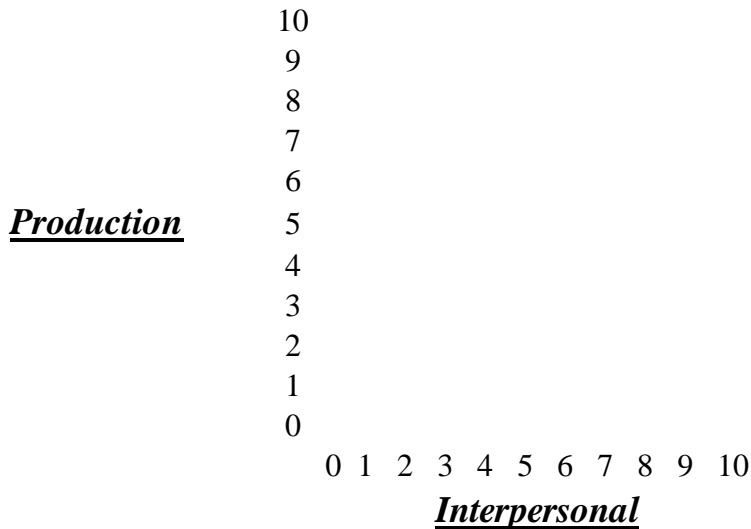
Administrator's Name: \_\_\_\_\_ Date:

School: \_\_\_\_\_ Staff Size:

Certification: \_\_\_\_\_ Exp. Date:

**DIRECTIONS:** Please note the graph below. The two axes, "Concern for People" and "Concern for Production," are two dimensions which are being used to attempt to identify your principal's leadership style. Please mark on the grid the locus (point) that, in your opinion, best reflects your principal's style as it relates to the two aforementioned dimensions. Draw lines from each axis to the convergence point.

**Blake/Mouton Leadership Grid**



Please return the completed form to the individual who administered the survey. Your assistance is very much appreciated.



## BLAKE/MOUTON LEADERSHIP GRID INTERPRETATION

- a) A 9/1 style of leadership (**task**) is typical of a leader who has a need for achievement and a low concern for people and how they feel about the job. This leader will often force people, or use manipulative strategies to get others to do what he wants done. This type of leader sees workers as "commodities." This leader sees his/her primary responsibility to be planning, directing, and controlling the work.
- b) A 1/9 leadership style (**country club leader**) is a leader who is concerned about people, but has little concern for production. This type of leader does not want to offend people, and will often do things himself to avoid causing inconvenience to others.
- c) The 1/1 style of leadership (**impoverished**) is illustrated by leaders who are not concerned about people or production. This type of leader avoids decisions, is neutral in conflicts, and maintains an atmosphere of apathy. Often this type of leader has been forced into a position without much enthusiasm for it, or is burned out from too much work and too little recognition or reward for it.
- d) The 9/9 style (**team**) leadership is characterized by a concern for both people and production. This leader tries to keep group cohesiveness while solving task productivity. This type of leader allows consensus in decision-making, confronts and resolves conflict, maintains an atmosphere of trust and acceptance, and encourages candid and spontaneous feedback from group members.
- e) The 5/5 (**middle of the road**) style is exemplified by leaders who have a moderate concern for people and productivity. Their philosophy is to be firm but fair. They negotiate conflict by seeking compromise. The result may be that followers feel they are being manipulated rather than being trusted. Decision-making is usually handled by majority rule unless the conflict is too great. In short, middle-of-the-road leaders seek the approval of others, but often lack the courage or the strength to take unpopular positions that may be in the best long-term interests of the group.

Blake and Mouton stress that leaders should strive for the 9/9 style in which leaders work together with the groups they lead to achieve a great deal, but never lose sight of the people who make the production happen. It's difficult to balance concerns for getting the job done, along with trying to pay attention to "people problems." Still, both are necessary, and work together for the best outcome.

Blake, Robert and Jane Mouton, THE MANAGERIAL GRID. Houston, Texas: Gulf Publishing Company, 1964.

Courtesy of:  
Columbian Union Conference



Self-Evaluation \_\_\_\_\_  
Office Evaluation \_\_\_\_\_

## TEACHER PERFORMANCE EVALUATION FORM

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Assignment: \_\_\_\_\_

Years Experience: SDA: \_\_\_\_\_ Public: \_\_\_\_\_ Total: \_\_\_\_\_

Certification: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

**DIRECTIONS:** Upon completion of the evaluative observation(s), proceed with the appraisal of performance. Where appropriate, include in the appraisal the input secured from those parties outlined in the eight domains. Use the following legend for assessment:

*1 - Unsatisfactory*  
*2 - Needs Improvement*  
*3 - Satisfactory*  
*4 - Strong*  
*5 - Outstanding*  
*U - Unable to Assess*

### DOMAIN ONE: PLANNING AND ORGANIZING

1. \_\_\_\_\_ Makes short and long term plans.
2. \_\_\_\_\_ Correlates individual objectives with school goals.
3. \_\_\_\_\_ Adheres to principles of growth and development in planning.
4. \_\_\_\_\_ Plans appropriate sequence of skills.
5. \_\_\_\_\_ Demonstrates effort to continually diagnose and assess needs and progress of individual students.
6. \_\_\_\_\_ Plans for individual differences.
7. \_\_\_\_\_ Involves students in planning.
8. \_\_\_\_\_ Encourages student leadership and participation in decision-making.
9. \_\_\_\_\_ Adjusts physical environment to accommodate variety in learning situations.
10. \_\_\_\_\_ Carefully plans daily schedule.
11. \_\_\_\_\_ Manages time efficiently.
12. \_\_\_\_\_ Organizes well.
13. \_\_\_\_\_ Keeps accurate records.
14. \_\_\_\_\_ Is attentive to conditions that affect the health and safety of students.
15. \_\_\_\_\_ Organizes work so that substitute teachers can function with a minimum loss of learning to students.



**EVALUATOR COMMENT(S):**

**DOMAIN TWO: MOTIVATING LEARNERS**

1. \_\_\_\_\_ Motivates by positive feedback and praise.
2. \_\_\_\_\_ Is responsive to the needs, aptitudes, talents, and learning styles of students.
3. \_\_\_\_\_ Develops learning activities that challenge students.
4. \_\_\_\_\_ Provides opportunities for student expression (i.e. art).
5. \_\_\_\_\_ Stimulates students to participate in class discussions and activities.
6. \_\_\_\_\_ Generates a sense of enthusiasm among students.
7. \_\_\_\_\_ Helps students experience social and intellectual satisfactions.
8. \_\_\_\_\_ Relates achievement in school to life outside of it.

**EVALUATOR COMMENT(S):**

**DOMAIN THREE: RELATIONSHIPS WITH STUDENTS**

1. \_\_\_\_\_ Collects pertinent information about students and maintains the confidentiality of it.
2. \_\_\_\_\_ Shows concern for students as individuals.
3. \_\_\_\_\_ Counsels students individually and in groups.
4. \_\_\_\_\_ Promotes an open atmosphere, enabling students to express their opinions.
5. \_\_\_\_\_ Helps students to promote positive self-concepts.
6. \_\_\_\_\_ Encourages students to define realistic goals for themselves.
7. \_\_\_\_\_ Shows concern for students who have personal problems or handicaps.
8. \_\_\_\_\_ Encourages students to strive for high achievement.



9. \_\_\_\_\_ Enables students to make worthwhile contributions in class.
10. \_\_\_\_\_ Makes self available for conferences with students.
11. \_\_\_\_\_ Guides students in the observance of democratic principles.
12. \_\_\_\_\_ Promotes positive behavior patterns for students.
13. \_\_\_\_\_ Manages behavior problems on an individual basis.
14. \_\_\_\_\_ Has good rapport with students.
15. \_\_\_\_\_ Treats causes, rather than symptoms, that cause discord.
16. \_\_\_\_\_ Is consistent and fair in dealing with students.
17. \_\_\_\_\_ Shows warmth and understanding in dealing with students.
18. \_\_\_\_\_ Professionally shares concerns, regarding students, with colleagues and parents.

**EVALUATOR COMMENT(S):**

**DOMAIN FOUR: UTILIZING RESOURCES**

1. \_\_\_\_\_ Is aware of available resources.
2. \_\_\_\_\_ Uses a variety of available resources.
3. \_\_\_\_\_ Uses physical school environment (both building and grounds) to support learning activities.
4. \_\_\_\_\_ Adapts available resources to individual needs of students.
5. \_\_\_\_\_ Uses equipment and materials efficiently.
6. \_\_\_\_\_ Is consistently mindful of classroom appearance and cleanliness.

**EVALUATOR COMMENT(S):**





## DOMAIN FIVE: INSTRUCTIONAL TECHNIQUES

1. \_\_\_\_\_ Encourages students to think.
2. \_\_\_\_\_ Uses a variety of teaching techniques.
3. \_\_\_\_\_ Uses a variety of instructional materials.
4. \_\_\_\_\_ Varies opportunity for creative expression.
5. \_\_\_\_\_ Helps students to apply their experiences to life situations.
6. \_\_\_\_\_ Conducts stimulating class discussions.
7. \_\_\_\_\_ Encourages the development of individual interests and creative activities.
8. \_\_\_\_\_ Uses appropriate evaluative techniques to measure student progress.
9. \_\_\_\_\_ Assists students to evaluate their own growth and development.
10. \_\_\_\_\_ Provides opportunities for students to develop leadership qualities.
11. \_\_\_\_\_ Enables students to share in carrying out classroom activities.
12. \_\_\_\_\_ Communicates with students individually and/or in groups.
13. \_\_\_\_\_ Shows flexibility in carrying out teaching activities.
14. \_\_\_\_\_ Creates an atmosphere of mutual respect between students and teacher.
15. \_\_\_\_\_ Enables students to learn how to work independently and in groups.
16. \_\_\_\_\_ Promotes group cohesiveness.
17. \_\_\_\_\_ Uses feedback information skillfully.
18. \_\_\_\_\_ Monitors the progress of students.

### EVALUATOR COMMENT(S):

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|  |
|--|

## DOMAIN SIX: PROFESSIONAL GROWTH AND RESPONSIBILITY

1. \_\_\_\_\_ Participates in the development and implementation of school policies and procedures.
2. \_\_\_\_\_ Maintains good rapport with colleagues.
3. \_\_\_\_\_ Keeps self up-to-date in areas of specialization.
4. \_\_\_\_\_ Takes advantage of in-service opportunities.
5. \_\_\_\_\_ Participates in school and system-wide committees.
6. \_\_\_\_\_ Assists in out-of-class activities, including student management.
7. \_\_\_\_\_ Shares ideas, materials, and methods with professional colleagues.
8. \_\_\_\_\_ Consults with other professionals to improve the teaching-learning process.
9. \_\_\_\_\_ Interprets school programs to parents and to the community as opportunities occur.



**EVALUATOR COMMENT(S):**

**DOMAIN SEVEN: RELATIONSHIPS WITH PARENTS**

1. \_\_\_\_\_ Gets parents to assist with school activities.
2. \_\_\_\_\_ Encourages parents to visit the classes of the children.
3. \_\_\_\_\_ Conducts constructive parent conferences.
4. \_\_\_\_\_ Interprets learning programs to parents.
5. \_\_\_\_\_ Stresses a positive approach in parent relations.

**EVALUATOR COMMENT(S):**

**DOMAIN EIGHT: SPIRITUAL LEADERSHIP**

1. \_\_\_\_\_ Shows concern for the spiritual and personal growth of students.
2. \_\_\_\_\_ Demonstrates commitment to the spiritual goals of Christian Education.
3. \_\_\_\_\_ Takes an active part in the spiritual programs of the school.
4. \_\_\_\_\_ Places emphasis upon character development to fulfill the objectives of true education.
5. \_\_\_\_\_ Classroom environment reflects a Christ-like atmosphere.



**EVALUATOR COMMENT(S):**

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signatures do not necessarily indicate agreement with the statements above. Additional comments may be written below.

Redfern, G. EVALUATING TEACHERS AND ADMINISTRATORS: A PERFORMANCE OBJECTIVES APPROACH. Boulder, Colo.: Westview Press, 1980. 1 REVISED.

Courtesy of:  
Columbian Union Conference



# Administrative Evaluation Instrument

(Self Evaluation)

Principal being evaluated:

**Rationale:** Thank you for filling out this evaluation instrument. An honest, realistic assessment will provide encouragement in areas of strength and the possibility of developing a plan to improve weaker areas.

**Directions:** Please complete the following information by placing a check (√) in the appropriate box. Do not leave any blanks or write your name anywhere on this form.



1 - Does Not Meet Expectations  
 2 - Meets Expectations  
 3 - Demonstrates Excellence  
 4 - No Basis For Judgment

## Personal and Professional Qualities

|   | 1 - Does Not Meet Expectations | 2 - Meets Expectations | 3 - Demonstrates Excellence | 4 - No Basis For Judgment |
|---|--------------------------------|------------------------|-----------------------------|---------------------------|
| 1. Is loyal to the school's mission.  |                                |                        |                             |                           |
| 2. Shows dependability by finishing tasks.  |                                |                        |                             |                           |
| 3. Exhibits a caring attitude toward people.  |                                |                        |                             |                           |
| 4. Is available at the school when needed.  |                                |                        |                             |                           |
| 5. Listens to the concerns of others.   |                                |                        |                             |                           |
| 6. Has high standards of integrity.   |                                |                        |                             |                           |
| 7. Follows through on promises made to staff.   |                                |                        |                             |                           |
| 8. Conducts fair, timely and thorough evaluations of teaching staff.  |                                |                        |                             |                           |
| 9. Is punctual in meeting deadlines.  |                                |                        |                             |                           |
| 10. Has good oral communication skills.   |                                |                        |                             |                           |
| 11. Has good written communication skills.  |                                |                        |                             |                           |
| 12. Stays composed during confrontation and emergencies.  |                                |                        |                             |                           |
| 13. Enforces school policies and procedures.  |                                |                        |                             |                           |
| 14. Is growing professionally.  |                                |                        |                             |                           |
| 15. Lives a consistent Seventh-day Adventist lifestyle, and demonstrates Christian values in attitudes and actions. |                                |                        |                             |                           |
| 16. Is available at the school during regular school hours.   |                                |                        |                             |                           |

## Relational Skills

|   | 1 - Does Not Meet Expectations | 2 - Meets Expectations | 3 - Demonstrates Excellence | 4 - No Basis For Judgment |
|---|--------------------------------|------------------------|-----------------------------|---------------------------|
| 1. Maintains a good rapport with teachers and staff.                                  |                                |                        |                             |                           |
| 2. Demonstrates a caring attitude toward the student body.                            |                                |                        |                             |                           |
| 3. Has a good relationship with the sponsoring churches and their leadership.         |                                |                        |                             |                           |
| 4. Inspires others to do their best.  |                                |                        |                             |                           |
| 5. Publicly praises a person's strengths; privately discusses weaknesses or problems. |                                |                        |                             |                           |



### Relational Skills Con't....

1 - Does Not Meet Expectations  
 2 - Meets Expectations  
 3 - Demonstrates Excellence  
 4 - No Basis For Judgment

|  |  |  |  |  |
|--|--|--|--|--|
| 6. Has credibility with staff.   |  |  |  |  |
| 7. Gives proper recognition for student accomplishment.                    |  |  |  |  |
| 8. Treats people fairly.   |  |  |  |  |
| 9. Has credibility with parents.   |  |  |  |  |
| 10. Enjoys a positive relationship with parents and the outside community. |  |  |  |  |
| 11. Treats people with respect.  |  |  |  |  |

### Leadership Skills

|  |  |  |  |  |
|--|--|--|--|--|
| 1. Exhibits spiritual leadership throughout the school.              |  |  |  |  |
| 2. Does not compromise spiritual beliefs or integrity.               |  |  |  |  |
| 3. Is available for counsel.   |  |  |  |  |
| 4. Effectively solves problems.                                      |  |  |  |  |
| 5. Handles work volumes, stress, and responsibilities effectively.   |  |  |  |  |
| 6. Sensibly handles conflict with staff, parents and students.       |  |  |  |  |
| 7. Makes careful decisions by using the best information available.  |  |  |  |  |
| 8. Stands by decisions and does not "give in" to pressures.          |  |  |  |  |
| 9. Utilizes good ideas from others.                                  |  |  |  |  |
| 10. Shows flexibility when conditions warrant it.                    |  |  |  |  |
| 11. Leads by example.  |  |  |  |  |
| 12. Seeks consensus when making school wide decisions.               |  |  |  |  |
| 13. Seeks to maintain high level of morale among students and staff. |  |  |  |  |
| 14. Effectively implements board and conference polices.             |  |  |  |  |

### Administrative and Management Skills

|  |  |  |  |  |
|--|--|--|--|--|
| 1. Manages effectively.  |  |  |  |  |
| 2. Uses resources wisely; is not wasteful.                                     |  |  |  |  |
| 3. Delegates responsibilities to others appropriately.                         |  |  |  |  |
| 4. Does not delegate responsibilities that should be carried by administrator. |  |  |  |  |
| 5. Is well organized.  |  |  |  |  |
| 6. Plans ahead for activities.   |  |  |  |  |
| 7. Has the ability to put tasks aside to handle a more urgent issue.           |  |  |  |  |
| 8. Assumes responsibility for decisions made.                                  |  |  |  |  |



### Administrative and Management Skills Con't...

1 - Does Not Meet Expectations  
 2 - Meets Expectations  
 3 - Demonstrates Excellence  
 4 - No Basis For Judgment

|  |  |  |  |  |
|--|--|--|--|--|
| 9. Works toward improving the effectiveness of the school. |  |  |  |  |
| 10. Handles discipline fairly and consistently.            |  |  |  |  |
| 11. Makes tough decisions when necessary.                  |  |  |  |  |

### Staff Issues

|  |  |  |  |  |
|--|--|--|--|--|
| 1. Provides appropriate supervision.   |  |  |  |  |
| 2. Provides needed support or help to staff in need.                           |  |  |  |  |
| 3. Has a supportive positive attitude.   |  |  |  |  |
| 4. Is aware of the day-to-day issues that affect the school staff.             |  |  |  |  |
| 5. Maintains an open door policy.  |  |  |  |  |
| 6. Willingly listens to concerns and makes changes when needed.                |  |  |  |  |
| 7. Keeps the staff informed about current issues and decisions.                |  |  |  |  |
| 8. Shows concern by treating staff with kindness, patience, and understanding. |  |  |  |  |
| 9. Does not show favoritism.   |  |  |  |  |
| 10. Involves staff in decision-making process.                                 |  |  |  |  |
| 11. Conducts efficient and effective staff meetings.                           |  |  |  |  |
| 12. Can be trusted with confidential information.                              |  |  |  |  |

### Various Administrative Responsibilities

|  |  |  |  |  |
|--|--|--|--|--|
| 1. Provides positive PR for the school.  |  |  |  |  |
| 2. Actively plans and oversees the school budget.  |  |  |  |  |
| 3. Exhibits long-term vision for the school.   |  |  |  |  |
| 4. Oversees maintenance of the school plant.   |  |  |  |  |
| 5. Creates an atmosphere of confidence in the school through public contacts.                                      |  |  |  |  |
| 6. Plans appropriate and helpful in-services for the staff.  |  |  |  |  |
| 7. Provides leadership in the development of curriculum.   |  |  |  |  |
| 8. Supervises teachers in a firm but loving way.   |  |  |  |  |
| 9. Knows and understands various teaching techniques.  |  |  |  |  |
| 10. Maintains a positive atmosphere of discipline.   |  |  |  |  |
| 11. Effectively handles difficult students.  |  |  |  |  |
| 12. Supports teachers when they discipline students.   |  |  |  |  |
| 13. Analyzes achievement tests and other indicators and uses the information to improve the instructional program. |  |  |  |  |
| 14. Takes personal responsibility for the success of all aspects of the school.                                    |  |  |  |  |
| 15. Accepts and demonstrates accountability to the constituency and SDACC.   |  |  |  |  |





# Buying Back The Boat

“For God so loved the world that he gave his one and only son, that whoever believes in him shall not perish but have eternal life.” John3:16 NIV

And they sang a new song: “You are worthy to take the scroll and to open its seals, because you were slain, and with your blood you purchased men for God from every tribe and language and people and nation.” Rev. 5:9 NIV

One of the old favorites is the story of the father and son who worked for months to build a toy sailboat. Every night when he came home from work the man and his boy would disappear into the garage for hours. It was a labor of love—love for each other and for the thing they were creating. The wooden hull was painted bright red and it was trimmed with gleaming white sails.

When it was finished, they traveled to a nearby lake for the boat’s trial run. Before launching it the father tied a string to its stern to keep it from sailing too far. The boat performed beautifully, but before long a motorboat crossing the lake cut the string, and the sailboat drifted out of sight on the large lake. Attempts to find it were fruitless, and both father and son wept over its loss.

A few weeks later as the boy was walking home from school, he passed his favorite toy store and was amazed to see a toy sailboat in the window-- his sailboat! He ran inside to claim the boat, telling the proprietor about his experience on the lake. The store owner

explained that he had found the boat while on a fishing trip. “You may be its maker,” he said,

“but as a finder I am its legal owner. You may have it back-- for fifty dollars.”

The boy was stunned at how much it would cost him to regain his boat, but since it was so precious to him, he quickly set about earning the money to buy it back. Months later he joyfully walked into the toy store and handed the owner fifty dollars in exchange for his sailboat. It was the happiest day of his life.

As he left the store he held the boat up to the sunlight. Its colors gleamed as though newly painted. “I made you, but I lost you,” he said. “Now I’ve bought you back. This makes you twice mine, and twice mine is mine forever.”

Courtesy of *Illustrations Unlimited*, James S. Hewett

