

World Learner School



POLICY: 114 **Director Job Description, Professional Performance Goals, and Evaluation of Professional Performance**

EFFECTIVE DATE: 10.26.15

REVISED DATE: 10.22.18

PURPOSE

The purpose of this policy is to express the board's professional performance expectations of the school's Director. These professional performance expectations are the critical "must do" aspects of the job of being a successful school director for the World Learner Montessori School, and they form the basis for the formative and summative evaluations of the director's annual performance reviews.

GENERAL STATEMENT OF POLICY

It is the policy of the World Learner Montessori School to provide its Director with a Job Description that indicates the specific duties and responsibilities for which the Director will be held professionally accountable through annual formal evaluation processes conducted by the school board. The policy also provides guidance on professional goal setting to be conducted or reviewed annually by the board and the Director, and it further provides guidance for the Director's annual Professional Performance evaluation.

DEFINITIONS

A. Job Description:

The job description spells out the essential functions and duties of this position and it covers all of the major areas of responsibility and authority of the position; however, it is not so granular that it attempts to dictate the daily activities of the person to whom the job description applies. The job description provides the Director with a clear picture of expectations the school board has for her; and, it also provides the board with a clear picture of what they can expect from the Director. The job description informs both summative and formative evaluations and is combined with several specific "Performance Goals," mutually agreed upon by the board and the Director.

B. Professional Performance Goals:

The first of the Director's Professional Performance goals is the Director's Job Description since it is comprised of the essential duties of the position. The Executive Director's Job Description goal is to carry out the duties and responsibilities contained therein in a timely, highly professional and effective manner, as measured and determined by the board.

Additional Professional Performance goals will be few in number (2-4) and will be mutually agreed upon as being both important to the organization and "doable" within the time frame specified.

The additional goals will focus the Director's work to lead the WLMS to even higher levels of performance, resulting in mutual satisfaction of the Director, the school board, and the school community. Some Professional Performance Goals may require only a few months to accomplish while others may take up to several years to be fully accomplished and assimilated into the organization's culture.

C. Evaluation of Professional Performance:

The Director's Performance Evaluation system is based the Director's Job Description and a mutually agreed upon set of Performance Goals, and it identifies indicators, markers, results, findings, outcomes, improvements, or other metrics that indicate the Director's degree of success in meeting his/her Professional Performance Goals. The indicators will be identified at the same time the Professional Performance Goals are adopted and they will be used in both a mid-year formative Professional Performance evaluation and for an end of year summative Professional Performance evaluation.

D. Professional Goal Setting and Performance Evaluation Process and Time Line:

June

1. School Board completes Director Professional Performance Evaluation from the current school year
2. School board modifies or affirms the Director's Job Description and conducts initial discussion with Executive Director about potential Professional Performance Goals and measures of success for the upcoming school year.

August

1. School Board adopts Professional Performance Goals for Executive Director for the upcoming school year, including the measures of success that will be used for the mid-year and end of year formative and summative evaluations.

December/January

1. Data is collected to provide evidence related to the measures of success previously identified for use in the Director's mid-year formative Professional Performance Evaluation.
2. School board conducts mid-year formative Professional Performance Evaluation with the Director

May

1. Data is collected to provide evidence related to the measures of success previously identified for use in the Director's end of year summative Professional Performance Evaluation

June

1. School board completes Director Professional Performance Evaluation from prior school year.
2. School board modifies or affirms the Director's Job Description and conducts initial discussion with Executive Director about potential Professional Performance Goals and measures of success for the upcoming school year.