

**MERCEDES INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS FACILITATOR EVALUATION INSTRUMENT**

\_\_\_\_\_  
 Campus Facilitator

\_\_\_\_\_  
 Years in Current Position

\_\_\_\_\_  
 School

\_\_\_\_\_  
 Date

The purpose of this evaluation is two-fold:

- (1) through self-evaluation, the campus facilitator should improve skills in school climate, school improvement, curriculum, personnel management, administration and fiscal facilities management, student management, professional growth and development, and school/community relations.
- (2) through evaluation, the principal will review and document the campus facilitator's professional performance and develop a professional development plan to help the campus facilitator improve his skills.

**Rating Scale**

  1   Unsatisfactory

  2   Below Expectations

  3   Satisfactory

  4   Exceeding Expectations

  5   Clearly Outstanding

**I. Instructional Management**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses these findings for corrective action and improvement, as well as for recognition of success. | 1 | 2 | 3 | 4 | 5 |
| 2. Works with staff to plan, implement, and evaluate the curriculum on a systematic basis; includes students and community representatives when appropriate.  | 1 | 2 | 3 | 4 | 5 |
| 3. Ensures that curriculum renewal is continuous and responsive to student needs.   | 1 | 2 | 3 | 4 | 5 |
| 4. Provides instructional resources and materials to support teaching staff in accomplishing instructional goals.   | 1 | 2 | 3 | 4 | 5 |
| 5. Evaluates and recommends improvement in the purposes, design, and implementation of the instructional program, as well as other support programs related to the mission of the school.   | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator's documentation of major outcomes:

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

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**II. School/Organizational Climate**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way; provides proper recognition of excellence and achievement. | 1 | 2 | 3 | 4 | 5 |
| 2. Establishes and maintains an environment which is conducive to positive staff morale and directed towards achievement of the school's mission.                                 | 1 | 2 | 3 | 4 | 5 |
| 3. Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making.   | 1 | 2 | 3 | 4 | 5 |
| 4. Communicates effectively with students, staff, parents, and community.   | 1 | 2 | 3 | 4 | 5 |
| 5. Assesses the school climate and uses resultant data to develop improvement plans collaboratively with others.  | 1 | 2 | 3 | 4 | 5 |
| 6. Has a clear sense of the school's mission; actively involves the staff in planning and decision-making in order to accomplish the mission.                                     | 1 | 2 | 3 | 4 | 5 |
| 7. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.                                    | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator's documentation of major outcomes in the area of School/Organizational Climate:

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Comments: \_\_\_\_\_

**III. School/Organizational Improvement**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Establishes an effective means for the development, review, and/or revision of the Campus Action Plan.  | 1 | 2 | 3 | 4 | 5 |
| 2. Establishes and maintains systematic and effective monitoring of the Campus Action Plan.  | 1 | 2 | 3 | 4 | 5 |
| 3. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of school's mission. | 1 | 2 | 3 | 4 | 5 |
| 4. Identifies, analyzes, and applies research findings (e.g., effective school research correlates) to facilitate school improvement.  | 1 | 2 | 3 | 4 | 5 |
| 5. Develops (as necessary), maintains, and utilizes appropriate information systems and records necessary for attainment of Campus Performance Objectives (Academic Excellence Indicators).          | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator's documentation of major outcomes in the area of School/Organizational Improvement:

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Comments: \_\_\_\_\_

**IV. Personnel Management**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Uses developmental supervision effectively and comprehensively with all staff by systematically observing instruction.  | 1 | 2 | 3 | 4 | 5 |
| 2. Uses the TTAS or alternative assessment appropriately and ensures that evaluations clearly and accurately represent staff performance.                              | 1 | 2 | 3 | 4 | 5 |
| 3. Confers with staff regarding their professional growth; works jointly with them to develop and accomplish improvement goals.  | 1 | 2 | 3 | 4 | 5 |
| 4. Identifies, provides and/or encourages participation in available in-service training options to address the goals identified through the growth planning process.  | 1 | 2 | 3 | 4 | 5 |
| 5. Clearly defines expectations for staff performance regarding instructional strategies, classroom management, and communication with the public.                     | 1 | 2 | 3 | 4 | 5 |
| 6. Encourages personal and professional growth and leadership among the staff; recognizes exemplary performance.   | 1 | 2 | 3 | 4 | 5 |
| 7. Is effective in interviewing , selecting, and orienting new staff, makes sound recommendations relative to personnel placement, transfer, retention, and dismissal. | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator’s documentation of major outcomes in the area of Personnel Management:

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Comments: \_\_\_\_\_

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**V. Administration and Fiscal/Facilities Management**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Complies with district policies, as well as state and federal laws and regulations, in pursuing the mission of the school.  | 1 | 2 | 3 | 4 | 5 |
| 2. Is effective in scheduling activities and the use of resources needed to accomplish determined goals.   | 1 | 2 | 3 | 4 | 5 |
| 3. Develops budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implements programs within budget limits; maintains, fiscal control; accurately reports fiscal information. | 1 | 2 | 3 | 4 | 5 |
| 4. Manages all school facilities effectively; efficiently supervises their maintenance to ensure clean, orderly, and safe buildings and grounds.   | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator’s documentation of major outcomes in the area of Administration and Fiscal/Facilities Management:

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Comments: \_\_\_\_\_

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**VI. Student Management**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Works with faculty and encourages student input to develop a student management system that results in positive student behavior and enhances school climate.                                 | 1 | 2 | 3 | 4 | 5 |
| 2. Effectively develops and communicates to students, staff, and parents school guidelines for student conduct.  | 1 | 2 | 3 | 4 | 5 |
| 3. Insures that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students.   | 1 | 2 | 3 | 4 | 5 |
| 4. Effectively conducts conferences with parents, students, and teachers concerning school and student issues, conveying both the positive aspects of student behavior as well as problem areas. | 1 | 2 | 3 | 4 | 5 |
| 5. Encourages plans for improved student behavior that reflect enhanced opportunities for learning.  | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator's documentation of major outcomes in the area of Student Management:

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Comments:

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**VII. Professional Growth and Development**

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|--|---|---|---|---|---|
| 1. Works with the school staff to create a comprehensive plan for professional development.  | 1 | 2 | 3 | 4 | 5 |
| 2. Uses ongoing assessment to ensure that professional development activities are based on the changing needs of the learning community and that they are effective in promoting student learning.   | 1 | 2 | 3 | 4 | 5 |
| 3. Uses self-assessment to identify areas of professional growth; develops an identity as a professional.  | 1 | 2 | 3 | 4 | 5 |
| 4. Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession (e.g., active involvement in professional associations, professional presentations at conferences, etc.). | 1 | 2 | 3 | 4 | 5 |
| 5. Conducts oneself in a professional, ethical manner, in accordance with generally accepted community standards; complies with TEA code of ethics.  | 1 | 2 | 3 | 4 | 5 |
| 6. Strives to improve leadership skills through self-initiated professional development activities (e.g., undertaking professional reading, attending conferences, participating in training programs).  | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator's documentation of major outcomes in the area of Professional Growth and Development:

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Comments:

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**VIII. School/Community Relations**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Articulates the school's mission to the community and solicits their support in making that mission become a reality. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 2. Demonstrates awareness of school/community needs and initiates activities to meet those identified needs. | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates the use of appropriate and effective techniques for community and parent involvement.        | 1 | 2 | 3 | 4 | 5 |
| 4. Emphasizes and nurtures two-way communication between the school and community.                           | 1 | 2 | 3 | 4 | 5 |
| 5. Projects a positive image to the community.   | 1 | 2 | 3 | 4 | 5 |

Campus Facilitator's documentation of major outcomes in the area of School/Community Relations:

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Comments: \_\_\_\_\_

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**IX. Academic Excellence Indicators**

- |  |   |   |   |         |
|--|---|---|---|---------|
| 1. Campus accountability rating                    | E | R | A | LP      |
| 2. % passing gains/maintenance of gains            |   |   |   | _____ % |
| 3. % attendance gains/maintenance of gains         |   |   |   | _____ % |
| 4. % dropout gains/maintenance of gains            |   |   |   | _____ % |
| 5. % TLI average growth gains/maintenance of gains |   |   |   | _____ % |

Campus Facilitator's documentation of major outcomes in the area of Academic Excellence Indicators:

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Comments: \_\_\_\_\_

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**Campus Facilitator's Summative Evaluation/Portfolio**

**Summative Evaluation Strengths**

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**Campus Facilitator's Comments**  
**(summary statement of agreement/disagreement with any of the foregoing)**

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\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus Facilitator

\_\_\_\_\_  
Date

The campus facilitator's signature indicates neither agreement nor disagreement.

An evaluative criteria rated less than satisfactory will be incorporated into a professional growth plan and if desired, the campus facilitator may attach a written response to this document.