

**DIOCESE OF LANSING  
DEPARTMENT OF EDUCATION AND CATECHESIS**

**PRINCIPAL PERFORMANCE  
APPRAISAL**

Parish/School/Institution:

City:

Name:

Title:

Reason for appraisal:

Dates Covered in Appraisal:

Supervisor:

Name:

Title:

**Procedure**

The supervisor and employee each rate the employee's performance using the rubric indicated. A meeting is arranged to share their perceptions.

**Purposes**

The performance appraisal process provides for periodic conversation between principals and their supervisors concerning accomplishments and areas for improvement and growth in the ministry setting. The principal performance appraisal instrument is intended to guide the supervisor's observations of principals in relation to standards for the ministry, to acknowledge aspects of work in which the principal is doing well and to note any areas in which principals need to improve to meet program expectations. The performance appraisal provides an opportunity for principals and their supervisor to discuss the objectives and expectations for principals' specific areas of ministry. The follow-up meeting should address the challenges, impediments, and potential strategies for improvement for the principal as well as any needed changes in the work culture/context that would help principals become more effective in their ministry.

Consider each factor separately and independently. Base your rating on observable and proven performance.

**Rating Factors**

- |     |                |  |
|-----|----------------|--|
| 1   | Unsatisfactory | Job performance level shows a significant limitation that must be improved substantially to be acceptable. |
| 2-3 | Emerging       | Job performance is at the basic level and must improve in order to be considered proficient.               |
| 4   | Proficient     | Fulfills the normal job requirements with a few strong points.   |
| 5-6 | Successful     | Fulfills the normal job requirements with many strong points.  |
| 7   | Exemplary      | Job performance is exceptionally effective and evidence supports this.                                     |

## Catholic Education

The Tradition of the Church has always seen Catholic education as a process of forming young men and women into disciples of Jesus Christ. The mission of a Catholic school should be understood as part of our obedience to the commandment of the Risen Christ to “*Go and make disciples.*” The Church believes and teaches that parents are the primary educators of their children in faith and morals. The Diocese of Lansing Catholic Schools exist to assist parents in the promise they made to God and the Church on the day of their child’s baptism: “*To train their child in the practice of the faith, and to bring them up to keep God’s commandments as Christ has taught us, by loving God and our neighbor.*” Our educational approach and purpose is therefore very different from that of a public school.

### Primary Goal

Catholic Schools: To make disciples who will witness to the world the truth of the Gospel of Jesus Christ in both word and actions. We exist to help parents in the education and formation of their children to become holy men and women.

Public Schools: To educate students in reading, writing, mathematics and the sciences, who will then develop into productive citizens for our nation.

As Catholics we are not opposed to the goals of public education, but our citizenship is in heaven. We have been commissioned to transform the world; bringing reconciliation and healing to a world corrupted by sin. The Church teaches that believers are to be leaven within a community, and that well-formed Catholics are precisely the involved citizens that a healthy democracy demands.

Catholic education is best understood as a triad: Human Formation, Faith Formation and Education. All three are interconnected and are complementary to each other.

### Human Formation

#### Faith Formation

#### Education

**Human Formation** involves assisting our children to come to know themselves in the fullness of their humanity and as children of God. Mankind is made in the image and likeness of God from which flows our innate dignity and freedom as human persons. Christ Jesus is the model and ideal of what it means to be authentically human. The Incarnation is affirmation of the goodness of our human bodies, and Jesus shows us that obedience to the Divine law leads to true life and human fulfillment. In essence we are forming our children rooted in the philosophical school of Christian Humanism, which reflects on the person and teachings of Jesus Christ to give expression to what it means to be authentically human.

**Faith Formation** is normally understood as catechesis in the apostolic faith and tradition of the Roman Catholic Church. However, more importantly it involves the handing on the lived experience of the faith by God’s people, especially as it is experienced in the sacramental life of the Church. Living and experiencing that ancient maxim “*lex ordandi, lex credendi,*”- (the law of prayer) the Church believes as she prays. A list of essential elements of faith formation would be the study of Church Doctrines, Sacraments, Sacred Scripture, Christian morality, and Church history. Catholic Schools share with children the fullness of truth, because as Catholics we bring our knowledge and relationship with God into our classrooms and lesson plans. The pursuit of knowledge is to arrive at truth, as the bumper sticker proclaims “To know God is to know Truth.” Tragically for children and society no public educator can make bold statements of faith in the classroom without fear of civil or administrative action. As Catholic educators, we are helping our children build their lives on the firm foundation of Jesus Christ; from this foundation saints rise to full stature.

**Education** in reading, writing, mathematics and the sciences are important elements of a Catholic curriculum. The Diocese of Lansing Catholic Schools has experienced administrators, teachers, and solid facilities to provide an atmosphere that is conducive to filling young minds with knowledge and understanding. We provide a well-rounded education in a structured, safe, and faith-filled family environment that promotes learning and respect. We are rightly proud of our dedicated administrators, teachers, students and involved parents that make the Diocese of Lansing Catholic Schools, true Catholic institutions.

- 1. Commitment to Catholic Education:** The principal has a strong and authentic commitment to living his/her Catholic faith both within and outside the school community. He/she strives to be an intentional disciple of Christ. As principal she/he exhibits a clear understanding of and commitment to the role and vision of Catholic education as understood by the Church and to the spiritual growth of the whole school community. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

- 2. Leadership and Serving Others:** Expresses gratitude and humility about the opportunity to lead. Fosters and promotes the overall parish vision through its ministry and activities. Recognizes the challenging nature of the leadership role and is highly committed to investing the mental, emotional, and physical energy to serve people. Seeks to build professional relationships with others. Helps others develop a shared vision of a more productive future based upon the unique strengths and interests of the school and parish as a whole. Is committed to the growth of virtue, love of God and love of others **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

**3. Establishes Learning Partnerships:** Has a clear understanding of the school as an integral and visible partner within the parish and in the larger community. The principal enables students and teachers to collaborate with parish activities and community organizations, provides opportunities for parents to be vital partners in student learning, and works to develop strategies and learning opportunities that prepare teachers to enrich student learning. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:**\_\_\_\_\_

**Pastor Rating:**\_\_\_\_\_

**Comments: (optional)**

**4. Maintaining Discipline and an Orderly Environment:** Sets standards for discipline and maintains these standards in a fair and consistent manner. Ensures that the building and surrounding area are safe and orderly environments in which to study and work. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:**\_\_\_\_\_

**Pastor Rating:**\_\_\_\_\_

**Comments: (optional)**

**5. Negotiating/Handling Conflict:** Successfully mediates conflict between individuals and groups; can resolve and settle disputes equitably; can find common ground and obtain cooperation with minimum disruption. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:**\_\_\_\_\_

**Pastor Rating:**\_\_\_\_\_

**Comments: (optional)**

**6. Assessing and developing talent:** Is a good judge of individual gifts and charisms;; seeks to hire the best people available from inside or outside; provides accurate performance evaluations. This candidate assembles/develops a talented team. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

**7. Interpersonal Skills:** While embracing their leadership role the principal is accessible and approachable; builds constructive and effective relationships; has a professional demeanor that immediately puts others at ease and disarms hostility . **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

**8. Student Focus:** Believes that decisions must be based on what is best for student learning and achievement. Is committed to ensuring all students, regardless of limitations, are entitled to develop their unique strengths and talents. Develops with teachers and parents clearly defined targets and goals to help students grow. Believes firmly in the integration of faith and reason in all classes as a critical component in developing the student as a whole person. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

**9. Planning and Fiscal Accountability:** Works with teachers and staff in developing and implementing short and long-term goals consistent with the core mission of the school. Plans expenditure of funds responsibly within the school budget and monitors expenditures on a regular basis. Seeks alternate funds for special projects when necessary. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

**10. Day to Day Management/Time Management:** Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities; adeptly handles several tasks at once **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating:** \_\_\_\_\_

**Pastor Rating:** \_\_\_\_\_

**Comments: (optional)**

**11. Willingness to Take on Tasks and Generate Creative Solutions:** Possesses the necessary knowledge and skills to perform their job at a high level; demonstrates an ability to develop and implement new ideas into best practices; eager and open to implement creative ideas in line with the mission.

**Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating** \_\_\_\_\_

**Pastor Rating** \_\_\_\_\_

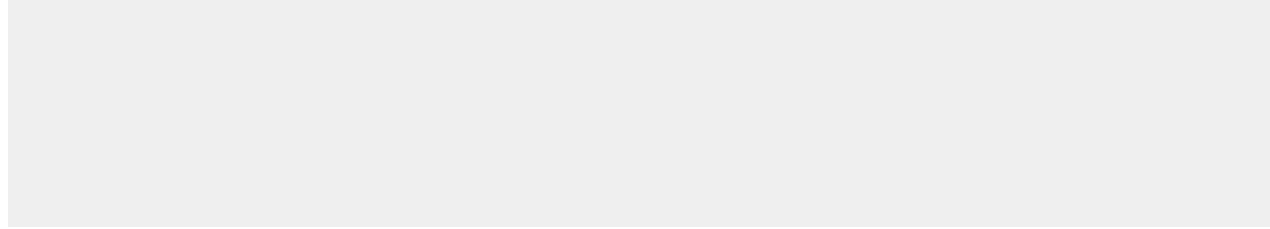
**Comments: (optional)**

**12. Problem Analysis/Judgment and Decision Making.** Ability to discern relevant information and analyze complex situations. Utilizes logic, experience, reflection, and data to resolve problems in timely and effective manner. Demonstrates a proven ability to use faith and reason in their decision making. **Please provide evidence to support your rating.** (Sample evidences in rubric.)

**Self Rating** \_\_\_\_\_

**Pastor Rating** \_\_\_\_\_

**Comments: (optional)**



## **YEARLY GOALS**

**FAITH FORMATION:** Please indicate: **1.** What have I done personally to grow spiritually and become closer to Jesus. (Examples: Retreats, spiritual reading, increase in Mass attendance, etc.) **2.** What kind of spiritual formation have I provided for my staff this year? (Examples: Retreats, catechist formation, prayer opportunities, etc.) How have I helped our students grow spiritually this year? (Examples; Retreats, prayer services, service opportunities, etc.)

**FAITH FORMATION GOAL FOR NEXT YEAR:**

**ACADEMIC FORMATION:** Please indicate: **1.** What have I done in the past year to help myself grow academically? **2.** What have I done in the past year to help my staff grow academically? What have I done in the past year to help my students grow academically?

**ACADEMIC FORMATION GOAL FOR NEXT YEAR:**

**PROFESSIONAL FORMATION:** What have I done in the past year to improve my professional skills? (Examples: Conferences, committees, professional development, etc.)

**PROFESSIONAL FORMATION GOAL FOR NEXT YEAR:**



# Overall Recommendation

Self Rating: \_\_\_\_\_

Pastor Rating: \_\_\_\_\_

Administrator Comments:

Pastor Comments:

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Pastor's Signature

\_\_\_\_\_  
Date

**NOTE: The administrator's signature indicates only that the administrator has read this form and discussed it with the pastor. It signifies neither agreement nor disagreement with the evaluation. The administrator has the right to respond, if desired, either on this form or on a separate sheet, which may be attached to this form.**

Revised 9/05/17