

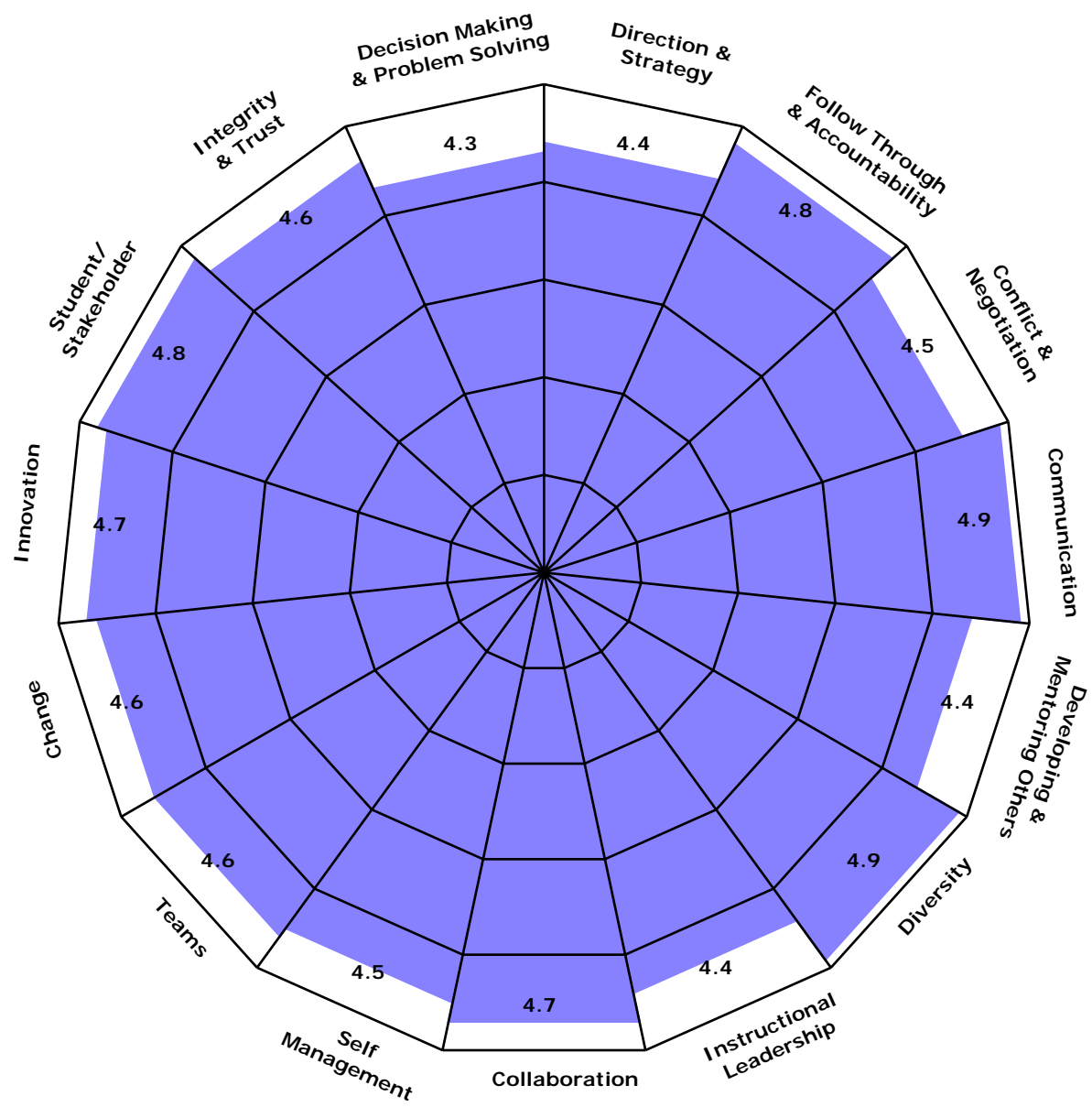


Assessment Scale

- 1 = Rarely
- 2 = Occasionally
- 3 = Often
- 4 = Very Often
- 5 = Always
- N/O = Not Observed

Feedback Breakdown

- 2 Boss(es)
- 4 Peers
- 4 Direct Reports
- 3 Others
- Total of 13 Raters

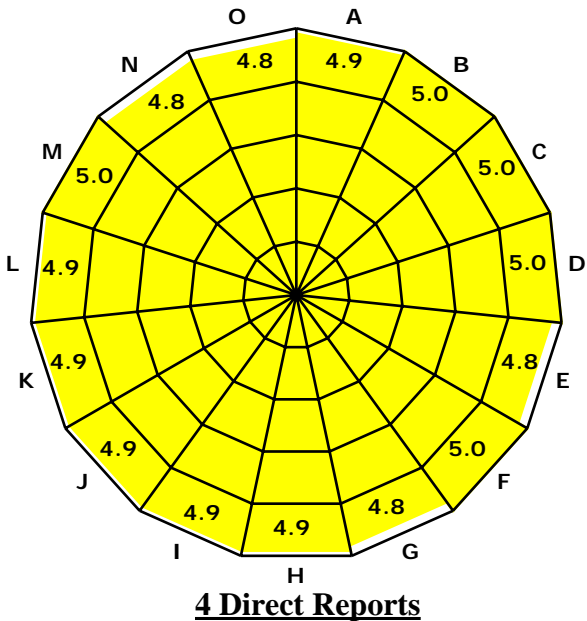
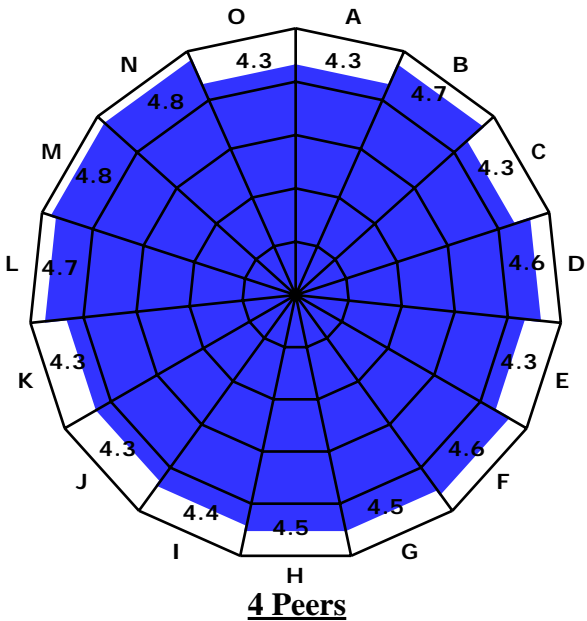
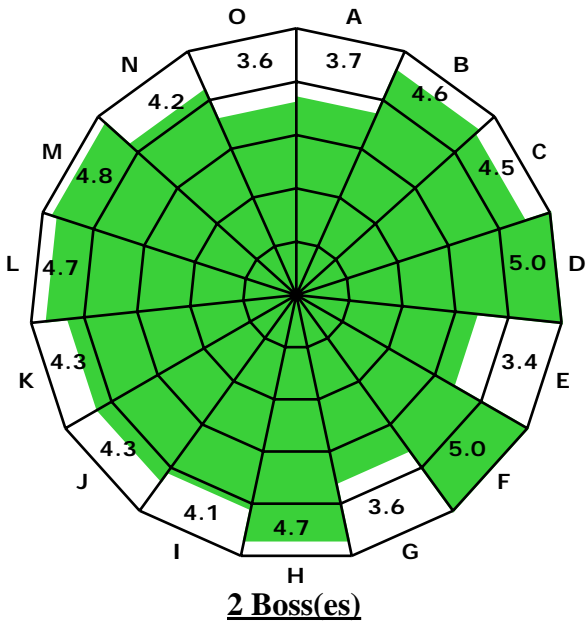
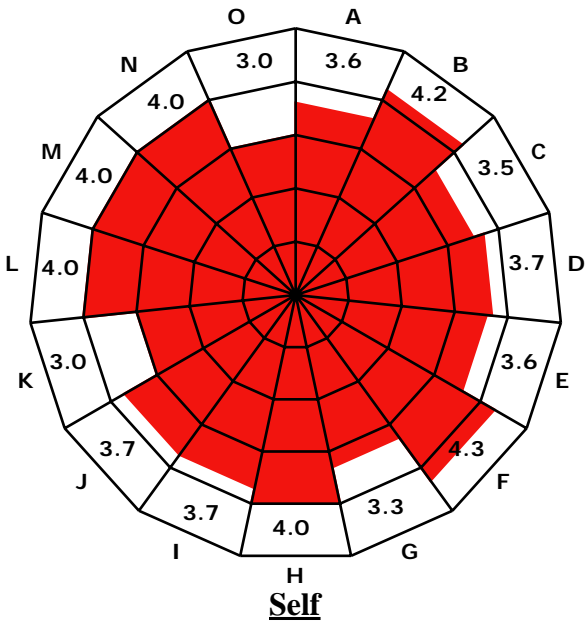


All Raters

Assessment Scale

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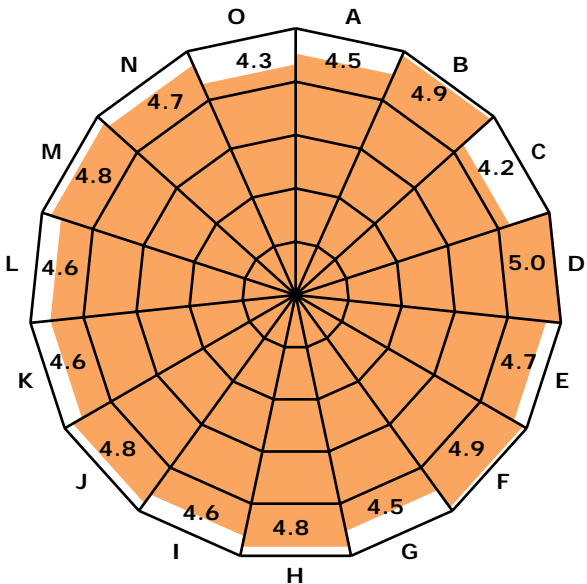
- A = Direction and Strategy
- B = Follow Through and Accountability
- C = Conflict and Negotiation
- D = Communication
- E = Developing and Mentoring Others
- F = Diversity
- G = Instructional Leadership
- H = Collaboration
- I = Self Management
- J = Teams
- K = Change
- L = Innovation
- M = Student/Stakeholder Service
- N = Integrity and Trust
- O = Decision Making and Problem Solving



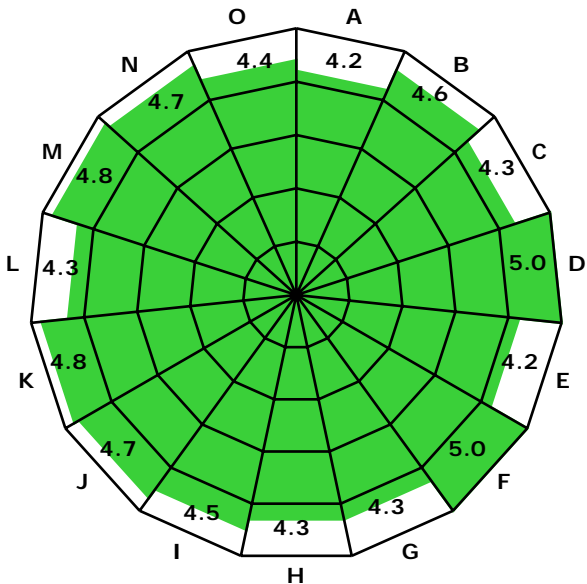
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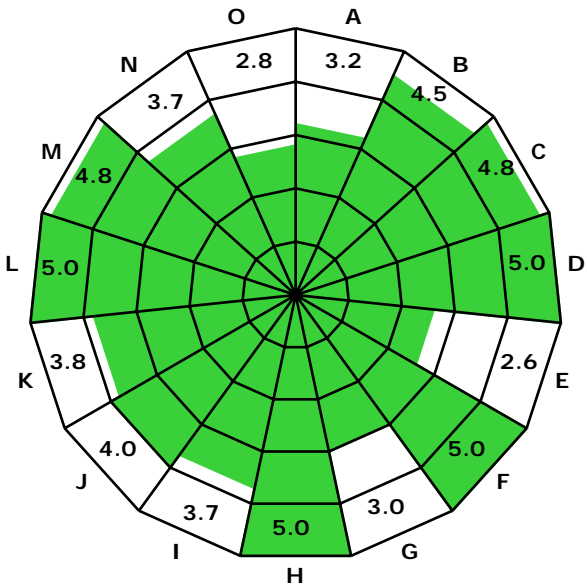
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- K = Change
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- M = Student/Stakeholder Service
- N = Integrity and Trust
- O = Decision Making and Problem Solving



3 Others



ferebel@gcsnc.com



dawnwooten@yadtel.net

Assessment Scale 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed	Self	Combined Raters	Boss(es)	Direct Reports	Peers	Others	Direct Report Range 1 2 3 4 5	Peer Range 1 2 3 4 5	<div> <div> <span style="color: red;">■</span> Self                             <span style="color: green;">■</span> Boss                             <span style="color: blue;">■</span> Peers                             <span style="color: yellow;">■</span> Direct Reports                             <span style="color: orange;">■</span> Others                         </div> </div>	
									Do More	Do Less
<b>Direction and Strategy</b>	<b>3.6</b>	<b>4.4</b>	<b>3.7</b>	<b>4.9</b>	<b>4.3</b>	<b>4.5</b>				
1. Displays an understanding of the purpose and mission of the school/district.	4.0	4.7	4.5	5.0	4.5	4.7	H	H	<span style="color: green;">■</span> <span style="color: blue;">■</span>	
2. What can this person do to improve his/her decision making capability?.	4.0	4.5	3.5	5.0	4.5	4.3	H	H	<span style="color: green;">■</span> <span style="color: blue;">■</span> <span style="color: orange;">■</span>	
3. Engages others in strategic, long-range planning. (-)	4.0	4.3	4.0	4.8	4.0	4.3	H	H	<span style="color: green;">■</span> <span style="color: blue;">■</span> <span style="color: orange;">■</span>	
4. Articulates clear goals and objectives.	3.0	4.5	3.5	5.0	4.3	5.0	H	H	<span style="color: green;">■</span> <span style="color: blue;">■</span>	
5. Deals with immediate demands without losing long-term focus. (-)	3.0	4.2	3.0	4.8	4.3	4.0	H	H	<span style="color: red;">■</span> <span style="color: green;">■</span> <span style="color: blue;">■</span> <span style="color: orange;">■</span>	
<b>Follow Through and Accountability</b>	<b>4.2</b>	<b>4.8</b>	<b>4.6</b>	<b>5.0</b>	<b>4.7</b>	<b>4.9</b>				
6. Follows through with tasks and assignments. (+)	5.0	4.8	5.0	4.8	4.7	5.0	H	H		
7. Jumps in and does his/her share of the work. (+)	5.0	5.0	5.0	5.0	5.0	5.0	H	H		<span style="color: blue;">■</span>
8. Ensures that people have the skills and resources to do their jobs. (+)	4.0	4.8	4.5	5.0	4.5	5.0	H	H		
9. Is good with the details of projects and tasks. (+)	4.0	4.8	4.5	5.0	4.7	5.0	H	H		
10. Is aware of and attends to the most pressing needs of the school/district.	3.0	4.6	4.0	5.0	4.5	4.7	H	H	<span style="color: green;">■</span> <span style="color: blue;">■</span>	
<b>Conflict and Negotiation</b>	<b>3.5</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>4.3</b>	<b>4.2</b>				
11. Encourages people to ask questions and disagree. (-)	4.0	4.2	3.5	5.0	3.8	4.3	H	H		
12. Seeks to understand those with whom he/she disagrees.	3.0	4.5	4.5	5.0	4.3	4.0	H	H	<span style="color: orange;">■</span>	
13. Is willing to challenge others regardless of their status.	3.0	4.4	5.0	5.0	4.5	3.3	H	H	<span style="color: blue;">■</span> <span style="color: orange;">■</span>	
14. Works toward win/win outcomes. (+)	4.0	4.8	5.0	5.0	4.5	5.0	H	H		

(+) Ten highest scoring

(-) Ten lowest scoring

Assessment Scale 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed	Self	Combined Raters	Boss(es)	Direct Reports	Peers	Others	Direct Report Range 1 2 3 4 5	Peer Range 1 2 3 4 5	<div> <div> <span style="color: red;">■</span> Self                             <span style="color: green;">■</span> Boss                             <span style="color: blue;">■</span> Peers                             <span style="color: yellow;">■</span> Direct Reports                             <span style="color: orange;">■</span> Others                         </div> </div>	
									Do More	Do Less
<b>Communication</b>	<b>3.7</b>	<b>4.9</b>	<b>5.0</b>	<b>5.0</b>	<b>4.6</b>	<b>5.0</b>				
15. States his/her opinions clearly and effectively. (+)	3.0	4.9	5.0	5.0	4.7	5.0	H	H		
16. Delivers clear and articulate presentations.	4.0	4.8	5.0	5.0	4.5	5.0	H	HH	■	
17. Composes well written reports and emails. (+)	4.0	4.9	5.0	5.0	4.8	5.0	H	H		
<b>Developing and Mentoring Others</b>	<b>3.6</b>	<b>4.4</b>	<b>3.4</b>	<b>4.8</b>	<b>4.3</b>	<b>4.7</b>				
18. Establishes clear expectations and performance standards.	3.0	4.5	4.5	5.0	4.0	4.7	H	HH	■■■	
19. Accurately assesses the strengths and developmental needs of others.	3.0	4.6	4.0	5.0	4.5	4.7	H	H	■	
20. Assigns challenging assignments and tasks to others. (-)	3.0	4.1	2.5	4.3	4.5	4.3	HH	H	■ ■ ■	
21. Promotes staff awareness of how things get done in the school/district. (-)	4.0	4.1	2.0	4.8	4.0	4.7	H	HH	■■■	
22. Exhibits sincere interest in the aspirations of others.	5.0	4.7	4.0	5.0	4.5	5.0	H	H	■ ■	
<b>Diversity</b>	<b>4.3</b>	<b>4.9</b>	<b>5.0</b>	<b>5.0</b>	<b>4.6</b>	<b>4.9</b>				
23. Contributes to a climate that values diversity. (+)	5.0	4.9	5.0	5.0	4.8	5.0	H	H		
24. Demonstrates openness to different ideas and perspectives.	4.0	4.8	5.0	5.0	4.5	5.0	H	H		
25. Respects others regardless of status or position.	4.0	4.8	5.0	5.0	4.8	4.7	H	H		
26. Actively seeks to interact with people who are different from him or her.	4.0	4.8	5.0	5.0	4.5	5.0	H	H		
<b>Instructional Leadership</b>	<b>3.3</b>	<b>4.4</b>	<b>3.6</b>	<b>4.8</b>	<b>4.5</b>	<b>4.5</b>				
27. Improves student achievement by developing himself/herself, as well as staff.	3.0	4.6	3.5	5.0	4.8	4.7	H	H	■	
28. Demonstrates awareness of how his/her interactions with all stakeholders impact student achievement.	4.0	4.5	4.0	5.0	4.3	4.7	H	HH	■ ■	
29. Balances the educational demands of multiple constituencies and stakeholders. (-)	3.0	4.1	3.0	4.3	4.3	4.3	HH	HH	■ ■	
30. Uses data effectively to create and implement school improvement plans.	3.0	4.5	4.0	4.7	4.8	4.3	HH	H	■ ■	

(+) Ten highest scoring

(-) Ten lowest scoring

Assessment Scale 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed	Self	Combined Raters	Boss(es)	Direct Reports	Peers	Others	Direct Report Range					Peer Range					Do More		Do Less	
							1	2	3	4	5	1	2	3	4	5				
<b>Collaboration</b>	4.0	4.7	4.7	4.9	4.5	4.8														
31. Works collaboratively within the school/district. (+)	4.0	4.9	5.0	5.0	4.8	5.0	H					H								
32. Considers the interest and needs of community stakeholders.	4.0	4.6	4.5	4.8	4.5	4.7	H					H								
33. Works effectively with people not under his or her direct control.	4.0	4.6	4.5	5.0	4.3	4.7	H					H								
<b>Self Management</b>	3.7	4.5	4.1	4.9	4.4	4.6														
34. Balances priorities between private and professional life. (-)	2.0	4.2	3.0	4.8	4.3	4.0	H					H								
35. Shows the ability to vary his/her approach and style depending upon the situation.	4.0	4.6	4.5	5.0	4.5	4.3	H					H								
36. Accepts responsibility for his/her mistakes.	5.0	4.8	5.0	5.0	4.5	5.0	H					H								
37. Strives for self-awareness of his or her leadership effectiveness.	4.0	4.8	5.0	5.0	4.8	4.7	H					H								
38. Makes adjustments in behavior based on his or her mistakes.	4.0	4.5	3.5	4.8	4.5	5.0	H					H								
39. Maintains his/her composure under stress. (-)	3.0	4.2	3.5	4.8	3.8	4.3	H					H								
<b>Teams</b>	3.7	4.6	4.3	4.9	4.3	4.8														
40. Helps to define the team`s purpose and mission.	4.0	4.6	4.5	5.0	4.3	4.7	H					H								
41. Promotes cooperation within the team.	4.0	4.8	5.0	5.0	4.5	5.0	H					H								
42. Runs effective team meetings.	3.0	4.3	3.5	4.7	4.3	4.7	H					H								

(+) Ten highest scoring

(-) Ten lowest scoring

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																	Do More	Do Less
<b>Change</b>	<b>3.0</b>	<b>4.6</b>	<b>4.3</b>	<b>4.9</b>	<b>4.3</b>	<b>4.6</b>												
43. Is willing to challenge the status quo.	4.0	4.5	5.0	4.8	4.5	4.0	H					H					<div><div></div><div></div></div>	
44. Effectively makes the argument for change to those who are uncertain.	3.0	4.5	4.0	5.0	4.3	4.7	H					H					<div><div></div><div></div><div></div></div>	
45. Does not offer unnecessary resistance to change.	2.0	4.7	5.0	5.0	4.3	4.7	H					H					<div><div></div></div>	
46. Builds effectively on things that are already working.	3.0	4.7	4.5	4.8	4.5	5.0	H					H						
47. Can modify plans due to changing conditions when appropriate.	3.0	4.4	3.5	5.0	4.0	4.7	H					H					<div><div></div></div>	
<b>Innovation</b>	<b>4.0</b>	<b>4.7</b>	<b>4.7</b>	<b>4.9</b>	<b>4.7</b>	<b>4.6</b>												
48. Generates useful new ideas.	4.0	4.8	4.5	5.0	5.0	4.3	H					H					<div><div></div></div>	
49. Shows openness to new ideas and better ways of doing things.	4.0	4.7	4.5	5.0	4.3	5.0	H					H						
50. Supports the consideration of ideas from outside of the organization.	4.0	4.8	5.0	4.8	4.8	4.7	H					H						
<b>Student/Stakeholder Service</b>	<b>4.0</b>	<b>4.8</b>	<b>4.8</b>	<b>5.0</b>	<b>4.8</b>	<b>4.8</b>												
51. Treats students/stakeholders with respect. (+)	4.0	5.0	5.0	5.0	5.0	5.0	H					H						
52. Works effectively with students/stakeholders.	4.0	4.8	4.5	5.0	4.8	5.0	H					H						
53. Looks for ways to continuously improve service to students/stakeholders.	4.0	4.8	4.5	5.0	4.8	4.7	H					H					<div><div></div></div>	
54. Views students/stakeholders as a source of valuable information.	4.0	4.8	5.0	5.0	4.5	4.7	H					H						
<b>Integrity and Trust</b>	<b>4.0</b>	<b>4.6</b>	<b>4.2</b>	<b>4.8</b>	<b>4.8</b>	<b>4.7</b>												
55. Tells the truth even when it is unpopular.	4.0	4.8	4.5	5.0	4.8	4.7	H					H					<div><div></div></div>	
56. Honors his/her promises and commitments.	4.0	4.6	4.5	4.5	4.8	4.7	H					H					<div><div></div></div>	
57. Is willing to share power and responsibility with others.	4.0	4.5	3.5	4.8	4.8	4.7	H					H					<div><div></div><div></div></div>	

(+) Ten highest scoring





















(-) Ten lowest scoring



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									Do More	Do Less
Decision Making and Problem Solving	3.0	4.3	3.6	4.8	4.3	4.3				
58. Involves the most appropriate people in decision making and problem solving.	3.0	4.4	3.5	5.0	4.3	4.7	H	┌─┐	<div>■</div> <div>■</div> <div>■</div>	
59. Distinguishes between critical and non-critical tasks. (-)	3.0	4.2	2.5	4.8	4.3	4.7	┌─┐	┌─┐	<div>■</div> <div>■</div> <div>■</div> <div>■</div>	
60. Acts without unnecessary delay.	3.0	4.3	3.5	5.0	4.3	4.0	H	┌─┐	<div>■</div>	
61. Is willing to make decisions with limited information when necessary. (-)	3.0	4.1	4.0	4.3	4.3	3.7	┌─┐	┌─┐	<div>■</div>	
62. Weighs consequences of decisions before taking action.	3.0	4.7	4.5	5.0	4.5	4.7	H	┌─┐	<div>■</div>	

(+) Ten highest scoring

(-) Ten lowest scoring

<b>Assessment Scale</b> 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed		<b>Score</b>					
<b>Ten Highest Scoring Items (All Raters)</b>		1.0	2.0	3.0	4.0	5.0	
7.	Jumps in and does his/her share of the work.						5.0
51.	Treats students/stakeholders with respect.						5.0
15.	States his/her opinions clearly and effectively.						4.9
17.	Composes well written reports and emails.						4.9
23.	Contributes to a climate that values diversity.						4.9
31.	Works collaboratively within the school/district.						4.9
6.	Follows through with tasks and assignments.						4.8
8.	Ensures that people have the skills and resources to do their jobs.						4.8
9.	Is good with the details of projects and tasks.						4.8
14.	Works toward win/win outcomes.						4.8
<b>Ten Lowest Scoring Items (All Raters)</b>		1.0	2.0	3.0	4.0	5.0	
3.	Engages others in strategic, long-range planning.						4.3
5.	Deals with immediate demands without losing long-term focus.						4.2
11.	Encourages people to ask questions and disagree.						4.2
34.	Balances priorities between private and professional life.						4.2
39.	Maintains his/her composure under stress.						4.2
59.	Distinguishes between critical and non-critical tasks.						4.2
20.	Assigns challenging assignments and tasks to others.						4.1
21.	Promotes staff awareness of how things get done in the school/district.						4.1
29.	Balances the educational demands of multiple constituencies and stakeholders.						4.1
61.	Is willing to make decisions with limited information when necessary.						4.1

**What is this person's greatest strength?**

- 1 - Organization
- 2 - She is open to new ideas and has a passion for the job and her students
- 3 - Hard working, dedicated. Love of her students. Want to see her school be successful
- 4 - Works well with others-team players. Shares information with others.
- 5 - People person, strong communication of interest in people (students, teachers, parents).
- 6 - Organization, creativity
- 7 - Her willingness to put herself last in order to put us first. She is willing to do whatever is necessary to ensure the success of the students and teachers at the school. She has an unyielding dedication to the work that she does and the people she serves.
- 8 - She has an excellent background and knowledge of education. Her personality, character, knowledge, and her strengths make her a wonderful person and administrator. The county is lucky to have her on their team.
- 9 - Hard worker, dedicated to the students
- 10 - She has a keen desire to do the best job she can. She is extremely intelligent and eager to learn from others. She is a person of integrity and her genuine respect for others is admirable. She truly wants to enrich the learning environment here at the school and better serve the students and staff.
- 11 - Willingness to take on numerous task. Attention to details.
- 12 - She has several strengths, but one of her greatest strengths is that she is dedicated to motivating the success of students, staff, and the school. She has an optimistic personality, and genuinely cares about those that she comes into contact with.
- 13 - Her desire to be the most effective and proficient administrator possible.

**What can this person do to improve his/her decision making capability?**

- 1 - Include all stakeholders
- 2 - Empower others by building teacher leaders

- 3 - Go through the process using her data, decide and move on. Stop second guessing yourself.
- 4 - Effective use of time to collaborate with staff (leadership meetings, grade level meetings).
- 5 - Continue to delegate so that others can grow
- 6 - Continue to learn what is required of a principal in the county as well as knowing the needs of the students and staff. No good decisions can be made from ignorance, so knowledge is the key; especially in a situation where so many people are new to each other.
- 7 - She is "more than capable" of appropriate decision making when she is able to be present within her school. Unfortunately, central office pulls her out of the school the majority of time most weeks and she is not there to make decisions in a timely manner.
- 8 - Nothing at this time
- 9 - At this time, she seems to have a very effective method of making her decisions. she is a very organized person who always weighs the pros and cons of any decision.
- 10 - Work on stress management
- 11 - Often in her position, she is faced with having to make decisions without having all the needed information, in this situation, she should continue to utilize her resources (ex. Asst. Principals and other support persons) in order to make the most informed decision.
- 12 - Continue to grow

**What is the single most important thing this person can do to improve his/her effectiveness as a leader?**

- 1 - Being open-minded
- 2 - Reflective thinking for growth
- 3 - Focus! Appears to be too scattered and multitasking. Delegation - you must allow others to carry part of the load!
- 4 - Not stress about things that are out of her control.
- 5 - Presence on campus to articulate vision for school, expectations for teacher performance.
- 6 - Allow others to take ownership to grow more as teachers
- 7 - I don't know that here is one single thing that she can do to improve her effectiveness as a leader. She leads by example and is not afraid to let

us know that she is also a learner. She makes every effort to stand and fight with us on the battlefield, not just shout orders from the sidelines.

8 - She has a kind and caring nature which is an excellent quality; but as a leader/administrator, she sometimes needs to toughen up her character to become a little more stern and assertive when dealing with students/staff in order to get her point across.

9 - Balance between home and work life

10 - She has a big heart and a natural instinct to be kind to others. She should not worry so much about correcting or reprimanding others who need such attention. It is not her comfort zone, which is understandable, but overall she seems to be doing a very good job of being the leader and approaching handling these types of responsibilities. I can already see a big improvement in her ability to handle these types of situations.

11 - Continue to listen with an open heart

**What can this person do to be a better motivator for teachers?**

1 - Take time to listen

2 - Balance support for teachers with accountability

3 - Become more of an instructional leader. Giving deserved praise/criticism that comes from data you have collected through intensive classroom observations.

4 - Na

5 - Empower teachers to do their best for students. Teach them to recognize what good teaching and a good school looks like; help teachers paint a picture of what that school looks like.

6 - She does a great job with this. Nothing comes to mind presently

7 - She is already the best motivator we have. Even in the midst of adversity, she shows strength and support which gives us the courage and motivation we need to go on. It is her giving and selfless personality that pushes us. I would not change anything about her.

8 - I think she serves as an excellent role model and leader to our teachers. She has come a long way in a short time and she's worked hard to be where she's at today. Hopefully others will recognize her accomplishments.

9 - Spend more time in the teacher's classrooms

- 10 - I think she should just keep doing what she has been doing. Her enthusiasm and work ethic is contagious!
- 11 - Already doing a great job of this.
- 12 - Continue to be real and never forget her beginnings