

TRAINING PRINCIPAL EVALUATION

Per the Board bylaws, the Board plays an important role in the evaluation process of the work of the Principal. The Chief Secretary of the Territorial Headquarters serves as Vice Chairperson of the Board and conducts an annual conference with the Principal as part of the comprehensive review. The Board is responsible for facilitating an entrance/orientation program for new principals during their first few months at the College and as part of that process clarifying the Board's role in college governance and specifically, the evaluation process for the Principal.

The Principal is expected to present to the Board for their approval proposed goals for each year in the first Board meeting of the year.

The Principal is expected to present to the Executive Committee at its first meeting of the year a "principal goals self-evaluation" on progress on the goals from the previous academic year. In that meeting, the Executive Committee reviews the goals self-evaluation as a mechanism for providing annual feedback and direction to the Principal. Additionally, the Executive Committee reviews the Board's feedback based on a portion of the Board's Self-Evaluation instrument on the Principal's goals, progress and performance. The Board does retain the prerogative with cause to review such matters at any time with the Principal and THQ and, if needed, with the full Board. The Executive Committee also conducts an "exit interview" when incumbents depart from that position.

Board Self-Evaluation - Training Principal Evaluation Portion

To what extent do you agree with the following statements:

1. The Training Principal provides effective leadership of CFOT (through leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness).
2. Through established policies and procedures, the Training Principal effectively guides continuous institutional improvement of the teaching and learning environment.
3. The Training Principal provides effective leadership for accreditation (ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times).
4. The Training Principal assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
5. The Training Principal works and communicates effectively with the communities served by the institution.
6. The Training Principal works and communicates effectively with the Board of Governance.

Additional questions asking for feedback on each of the current Training Principal's goals will also be included.