

LEADERSHIP EMPLOYEE EVALUATION
QUALITY INDICATORS

1. QUALITY OF WORK

A. EFFECTIVELY PLANS, ORGANIZES AND IMPLEMENTS DEPARTMENT AND/OR PROGRAM OBJECTIVES & ACTIVITIES

Demonstrates the ability to organize and present department and/or program objectives and activities in a manner that will promote optimal learning opportunities

Quality Indicators

1. Encourages and utilizes staff ideas, interests, talents, and special abilities in developing the content of program objectives and activities
2. Plans successive programs and activities based on the ongoing success of program needs and staff performance
3. Bases the program objectives and activities on observation and assessment data
4. Clearly states the program objective for each activity
5. Presents a variety of materials and activities that challenges and stimulates staff and provides frequent feedback of successes

B. ACCURATELY PERCEIVES THE TOTAL PROBLEM AS WELL AS ITS COMPONENT PARTS

Provides a positive environment that promotes learning and social growth

Quality Indicators

1. Is seen by staff as a person with enthusiasm
2. Has rapport with staff and establishes relationships with staff based on mutual respect and cooperation
3. Is not threatened by mistakes
4. Approaches problems from a staff's point of view
5. Ensures expectations are clearly communicated and evaluated

C. REACTS APPROPRIATELY IN A CRISIS OR UNDER DIFFICULT CIRCUMSTANCES

Demonstrates the ability to recognize individual differences in establishing goals that are commensurate with staff potential

Quality Indicators

1. Assesses staff performance in relation to posted or printed examples of expected outcomes
2. Provides challenges within a range of responsibilities that serve to stimulate and motivate staff

D. TAKES RESPONSIBILITY FOR THE OUTCOME OF DECISIONS

Provides staff with opportunities to achieve successes through a variety of experiences, activities and interactions

Quality Indicators

1. Provides specific and timely feedback to staff
2. Displays samples of program alternatives
3. Creates an environment where staff can experience a feeling of success, thereby raising the level of staff's self-esteem

E. EFFECTIVELY PLANS AND MONITORS DEPARTMENT AND/OR PROGRAM BUDGETS

Demonstrates an ability to understand budget implications when promoting specific programs and/or requests of staff, districts and/or schools

Quality Indicators

1. Helps inform district planning by articulating school needs
2. Communicates with decision makers outside the district and/or schools
3. Demonstrates an ability to organize and present programs that use specific knowledge gained through training and experience
4. Obtains approval consistent with ROP procedures, as it relates to purchasing, reimbursements, field trip requests, and requests for in-service
5. Informs of changes in assignments and/or activities initially approved

F. APPROPRIATELY DELEGATES TASKS WITHIN JOB DESCRIPTIONS AND MAXIMIZES STAFF ABILITIES AND POTENTIAL

Demonstrates the ability to effectively assign teachers, aides, and volunteers

Quality Indicators

1. Nurtures and develops the leadership capabilities of others
2. Evaluates the collaborative skills of staff and supports needs with staff development
3. Communicates the district vision, goals and ongoing progress toward attainment of goals to staff
4. Demonstrates expertise in core curriculum

G. INITIATES NEEDED CHANGES

Demonstrates the ability to use positive, firm, fair, consistent and collaborative problem-solving skills and open communication

Quality Indicators

1. Provides time for collaborative problem solving
2. Ensures expectations are clearly communicated
3. Ensures that relationships with staff are based on mutual respect and cooperation
4. Refrains from emotional overreactions to problems
5. Demonstrates effective group-process and consensus-building skills in district improvement efforts

H. SETS HIGH, YET ATTAINABLE STANDARDS

Demonstrates the ability to solicit the input of staff to ensure that all perceptions and attitudes are represented in the process of setting standards

Quality Indicators

1. Demonstrates lifelong learning for self and others
2. Collects, analyzes and uses data to identify district and school needs
3. Uses data to identify and plan for needed changes

2. PROFESSIONAL DEVELOPMENT OF STAFF

Plans professional growth experiences which expand and improve performance; is motivated to seek training in areas of deficit

A. EFFECTIVELY UTILIZES THE EMPLOYEE PERFORMANCE EVALUATION PROCESS FOR STAFF THAT INCLUDES CLASSIFICATION OF EXPECTATIONS, INITIAL TRAINING, ON-GOING COACHING AND FEEDBACK

Quality Indicators

1. Has ongoing professional growth objectives
2. Investigates new in-service trainings
3. Strives to keep abreast of current trends in education and in the career-technical assignment area
4. Participates in non-required professional growth opportunities
5. Attends all required meetings (e.g., advisory committee, staff in-service)
6. Actively participates in staff and in-service meetings and programs
7. Uses a variety of self-evaluation procedures to assess personal performance

B. ASSISTS AND TRAINS EMPLOYEES TO IDENTIFY AND REMEDIATE JOB-RELATED DUTIES AND/OR RESPONSIBILITIES

Quality Indicators

1. Maintains appropriate records of outside agency contacts
2. Maintains ongoing records of student progress, including completion of CC/CVE ITP's, when applicable
3. Completes all reports correctly and punctually, including, but not limited to, attendance, cumulative records, grade reports, updated WASC binders, requests for field trips, purchase orders and survey responses
4. Maintains records of course approval, advisory meetings and industry standards

C. ENSURES INDIVIDUAL PROFESSIONAL DEVELOPMENT OF STAFF

Informs staff of progress and offers appropriate support and assistance through conferences, written communication and emails

Quality Indicators

1. Works as a team member with all staff
2. Demonstrates sensitivity and clarity when communicating with staff
3. Reinforces a positive working relationship by demonstrating a sensitivity and positive attitude toward the needs of others
4. Maintains open lines of communication with staff
5. Provides positive communication so that staff perceives the Supervisor and ROP as a support to them
6. Is receptive to working with staff in order to resolve problems
7. Strives to be available in order to consult with staff
8. Develops reports to staff that communicate their growth in knowledge, skill and attitude, as needed

3. ADMINISTRATIVE RELATIONSHIPS

A. PROMOTES POSITIVE RELATIONSHIPS WITH OTHER AGENCIES

Demonstrates the ability to provide a positive and supportive working relationship with other agencies

Quality Indicators

1. Arrives on time to scheduled meetings
2. Returns calls and e-mails promptly
3. Follows through on assignments/requests made by Supervisor
4. Monitors and provides feedback, consultation, and resources for technical instruction development
5. Facilitates a positive, supportive working relationship with outside agencies

B. DEMONSTRATES APPROPRIATE PROBLEM SOLVING SKILLS

Demonstrates the ability to maintain a supportive working association with staff, and other professionals

Quality Indicators

1. Works collaboratively; shows camaraderie in team, peer and support staff relationships
2. Willingly shares ideas, methods and materials
3. Willingly assists and mentors other staff as needed; participates in joint duties and adheres to duty schedules
4. Assists in developing a cooperative work environment; focuses on positive rather than negative factors

C. EXHIBITS THE ABILITY TO LISTEN WITH THE INTENT TO UNDERSTAND THE COMMUNICATOR'S POINT OF VIEW AND TO RESPOND APPROPRIATELY

Demonstrates the ability to give direction and/or guidance in a positive manner

Quality Indicators

1. Attempts to assist on improving skills through the implementation of suggestions, staff development and/or professional growth activities
2. Demonstrates a general openness toward giving positive suggestions and/or directions in areas related to assignment

D. EFFECTIVELY DEMONSTRATES FAIRNESS AND CONSISTENCY IN WORKING WITH STAFF

Demonstrates the ability to collaborate in the change process to facilitate a smooth transition to new situations

Quality Indicators

1. Demonstrates the ability to alter activities to meet the demands of new situations or assignments
2. Maintains a positive and supportive attitude in difficult circumstances
3. Demonstrates the ability to be flexible in an effort to reach a consensus
4. Places prime importance on the needs of others, rather than on personal preferences or convenience

E. PROVIDES CLEAR DIRECTION & COMMUNICATES EXPECTED STANDARDS

Demonstrates the ability to provide direction in a positive manner

F. EFFECTIVELY PREPARES WRITTEN DOCUMENTATION

Demonstrates the ability to gather all information and documentation when addressing a concern

G. SEEKS ADDITIONAL INFORMATION & ASKS QUESTIONS IF UNCLEAR ABOUT ASSIGNMENTS OR ACCEPTABLE PERFORMANCE

Demonstrates the ability to seek assistance and support when needed

Quality Indicators

1. Keeps Supervisor informed about district-related matters
2. Informs Supervisor of foreseeable problems

4. PROFESSIONAL/PERSONAL ATTITUDE AND CONDUCT

Demonstrates the ability to create and/or provide a collaborative environment for sustaining successful relationships

A. ADDRESSES ISSUES OPENLY AND OBJECTIVELY

1. Engages staff in analyzing problems and reaching a consensus in solving them
2. Respects the perceptions staff may bring in solving issues
3. Identifies discrepancies between current and desired outcomes

B. EXHIBITS TACT, POISE AND SOUND JUDGMENT

1. Understands the need for confidentiality when addressing concerns
2. Respects the privacy of staff when confronted with an issue

C. KEEPS CURRENT WITH CHANGING ISSUES, TRENDS AND TECHNOLOGY RELATED TO LEADERSHIP RESPONSIBILITIES

1. Keeps abreast of staff development to enhance job performance
2. Facilitates the development of a calendar of all staff development activities and ensures that the calendar is shared and reviewed regularly

D. EFFECTIVELY PARTICIPATES AS A LEADERSHIP TEAM MEMBER

1. Uses regularly scheduled time with staff to monitor, communicate, and provide feedback for district improvement efforts
2. Supports staff in making changes necessary to support district improvement efforts

E. TREATS INDIVIDUALS FAIRLY AND EQUITABLY

1. Models behavior desired of staff
2. Identifies priorities and needs when addressing an issue
3. Recognizes the success of staff

5. PERSONAL PROFESSIONAL DEVELOPMENT

Demonstrates the desire to participate in professional development to be able to effectively perform the indicators in the performance areas

A. PARTICIPATES IN PROFESSIONAL GROWTH ACTIVITIES

1. Is motivated to acquire additional training in instructional areas where deficits or gaps appear, so that staff are provided a comprehensive instructional program
2. Reinforces academic and industry standards

B. PARTICIPATES IN PROFESSIONAL ORGANIZATIONS

1. Is motivated to grow and embrace change through the participation in professional organizations in order to function as a change agent