

Red Clay Consolidated School District
Non-Instructional Personnel
Performance Appraisal System
Board of Education Policy 3003



May 2011

This manual outlining the policies, procedures and process for evaluation of non-instructional administrators, educational associates and specialists was developed by Christine Smith, Manager, Professional Development, and Angeline Willen, Manager, Human Resources. The manual was adapted from the Delaware Performance Appraisal System (DPAS) II – Guide for Administrators published by the Delaware Department of Education, 2008.

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Introduction

Purpose

Continuous improvement focuses on the individual's commitment to continuously improving practice so that district performance is continuously enhanced:

- Self-assessment and goal-setting
- Working with colleagues
- Attending professional development activities as needed
- Designing new programs as applicable
- Working as part of the team to pilot new programs or approaches

Quality assurance focuses on the collection of credible evidence about the individual performance. Evaluators use the evidence to make important decisions:

- Recognizing effective practice
- Recommending continued employment
- Recommending an improvement plan
- Beginning dismissal proceedings

Who is Included in the Non-instructional Performance Appraisal System?

Administrators, educational associates and specialists assigned to non-instructional aspects of school and district operations, such as Transportation, Maintenance, Finance, Nutrition Services, Human Resources and other departments as designated by the Superintendent will be evaluated using this system.

Definitions of Inexperienced Administrators, Educational Associates and Specialists and Experienced Administrators, Educational Associates and Specialists:

- Inexperienced means one who is in the first three years in a given role.
- Experienced means one who has three or more years of experience in the given role.

Standards

The design of this performance appraisal system was adapted from the Delaware Performance Appraisal System II for administrators. It is based on the National Occupation Standards developed by the Management Standards Centre in Great Britain (2004). In 2011, the Red Clay Consolidated School District Board of Education approved the non-instructional appraisal system. The performance appraisal system for non-instructional personnel is grounded in research and an understanding of leader performance in highly effective organizations. The appraisal system provides a strong focus on best practices in organizational management and delivery of services. The data and evidence collected as part of the process should be a reflection of an individual's ongoing work.

A Composite of Organizational Leadership

The National Occupational Standards represent levels of performance to which all non-instructional staff aspire. Individuals are not expected to attain high performance levels on all standards at the same time in their careers. More likely, they will focus time and energy on certain standards and performances directly related to their current role. Therefore, performance on standards may vary over an individual's career depending on the district's needs and the employee's role within the school or district.

The National Occupational Standards for Management and Leadership (2004)



A1 Manage your own resources

A2 Manage your own resources and professional development

A3 Develop your personal networks

B1 Develop and implement operational plans for your area of responsibility



B2 Map the environment in which your organisation operates

B3 Develop a strategic business plan for your organisation

B4 Put the strategic business plan into action

B5 Provide leadership for your team

B6 Provide leadership in your area of responsibility

B7 Provide leadership for your organisation

B8 Ensure compliance with legal, regulatory, ethical and social requirements

B9 Develop the culture of your organisation

B10 Manage risk

B11 Promote equality of opportunity and diversity in your area of responsibility

B12 Promote equality of opportunity and diversity in your organisation



C1 Encourage innovation in your team

C2 Encourage innovation in your area of responsibility

C3 Encourage innovation in your organisation

C4 Lead change

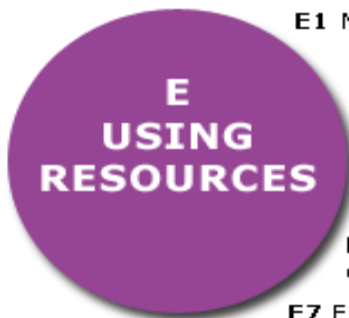
C5 Plan change

C6 Implement change



- D1** Develop productive working relationships with colleagues
- D2** Develop productive working relationships with colleagues and stakeholders
- D3** Recruit, select and keep colleagues
- D4** Plan the workforce
- D5** Allocate and check work in your team
- D6** Allocate and monitor the progress and quality of work in your area of responsibility
- D7** Provide learning opportunities for colleagues

- D8. Help team members address problems affecting their performance
- D9. Build and manage teams
- D10. Reduce and manage conflict in your team
- D11. Lead meetings
- D12. Participate in meetings



- E1** Manage a budget
- E2** Manage finance for your area of responsibility
- E3** Obtain additional finance for the organisation
- E4** Promote the use of technology within your organisation
- E5** Ensure your own action reduces risks to health and safety
- E6** Ensure health and safety requirements are met in your area of responsibility
- E7** Ensure an effective organisational approach to health and safety

- E8. Manage physical resources
- E9. Manage the environmental impact of your work
- E10. Take effective decisions
- E11. Communicate information and knowledge



- F1** Manage a project
- F2** Manage programme of complementary projects
- F3** Manage business processes
- F4** Develop and review a framework for marketing
- F5** Resolve customer service problems
- F6** Monitor and solve customer service problems
- F7** Support customer service problems
- F8** Work with others to improve customer service
- F9** Build your organisation's understanding of its market and customers
- F10** Develop a customer focussed organisation
- F11** Manage the achievement of customer satisfaction
- F12** Improve organisational performance

The Five Components Overview

Beginning with the research and an understanding of leader performance, as well as the mandated requirements of Board Policy 3003, progress and success will be measured in the following five components:

Component 1: Skills and Knowledge

- **Prioritizes objectives and plans work to make best use of time and resources**
- **Takes personal responsibility for making things happen**
- **Consistently delivers high quality work and a reliable performance**
- **Addresses multiple demands without losing focus or energy**

Possible Sources of Evidence

- E-mails and memos to staff
- Audit reports
- Calendars and timelines
- Meeting agendas
- Descriptions of procedures and processes
- Examples of work products such as reports from PHRST, FSF, transportation routing system, profit/loss reports, work order reports, staffing reports
- Evidence of training/professional development activities

Component 2: Providing Direction

- **Involves department members in creating strategic objectives that are consistent with the vision of the organization and area of responsibility**
- **Identifies measures and methods for monitoring and evaluation of the plan so that the team achieves its overall objectives**
- **Organizes information and knowledge in a way that supports effective planning**
- **Recognizes and considers the needs and expectations of actual and potential customers and other key stakeholders**

Possible Sources of Evidence

- Meeting agendas/minutes
- E-mails and memos to staff
- Calendars
- Reports from programs such as Track-It, maintenance work orders, DCAS, etc.
- Department manuals and webpages

Component 3: Working with People (Communications)

- **Presents information clearly, concisely, accurately and in ways that promote understanding**
- **Complies with and ensures other comply with legal requirements, industry regulations, district policies and professional codes**
- **Communicates regularly with members of the department, colleagues and other key stakeholders**
- **Ensures that his or her behavior, words and actions and those of people working for the organization support a commitment to equality of opportunity and diversity**

Possible Sources of Evidence

- Meeting agendas/minutes
- Surveys
- E-mails and memos to staff
- Work products that communicate district and/or department procedures, processes and plans
- Presentations, staff meetings
- Membership in professional associations
- Attendance at professional development activities
- Litigation documents
- Work orders, Track-It reports
- Records of issues/resolution
- Letters/emails of commendation
- Reports for other agencies such as DeDOE, US DOE, DTI, etc...

Component 4: Using Resources Effectively

- **Adopts appropriate data collection methods**
- **Allocates resources to support the strategic plan**
- **Promotes fiscally responsible behavior in unit or department and is alert to potential fraudulent activities or misappropriation**
- **Encourages colleagues in the department to identify ways of reducing expenditure selecting and pursuing those ideas which have potential for implementation**

Possible Sources of Evidence

- E-mails and memos to staff
- Audit reports
- Meeting agendas
- Work products that communicate district and/or department procedures, processes and plans
- Examples of work products such as reports from PHRST, FSF, transportation routing system, profit/loss reports, work order reports, staffing/voluntary transfer reports, Track-It, budget reports
- Bids
- Membership in professional associations
- Attendance at professional development activities

Component 5: Achieving Results

- **Identifies and provides necessary resources for achievement of the objectives**
- **Monitors the quality of work and progress against plans and takes appropriate corrective action where necessary**
- **Utilizes data analysis to ensure achievement of departmental or program goals**
- **Achieves goals and objectives as set forth in the strategic plan**

Possible Sources of Evidence

- E-mails and memos to staff
- Calendars and timelines
- Meeting agendas
- Documents that indicate monitoring activities
- Descriptions of procedures and processes
- Examples of work products such as reports from PHRST, FSF, transportation routing system, Track-It, profit/loss reports, work order reports, budget reports
- Work products that communicate district and/or department procedures, processes and plans

Appraisal System Process At-A-Glance

DPAS II for Administrators is a continuous improvement model. The cycle is on-going throughout the employment of the administrator, educational associate or specialist.

Components:

Component 1: Skills and Knowledge

Component 2: Providing Direction

Component 3: Working with People (Communications)

Component 4: Using Resources Effectively

Component 5: Achieving Results

Activities:

Forms:

Goal Form –

Professional Responsibilities Form –

Formative Feedback Form –

Summative Form –

Improvement Plan –

Challenge Form – Administrator

Conferences:

Goal-Setting Conference

Formative Conference

Summative Conference

Frequency of Appraisal Process:

Inexperienced administrators, education associates and specialists

Inexperienced administrators and administrators whose performance appraisals state, “Needs Improvement” or “Unsatisfactory” must participate in an annual appraisal cycle.

Experienced Administrators, education associates and specialists

Experienced administrators whose performance is “Effective” may be appraised over a two-year period.

Frequency of Conferences:

Inexperienced administrator, education associate and specialists conferences will typically occur three times over the one-year evaluation cycle:

- In the late summer or early fall for agreement on goals
- Mid-year for progress discussions followed by completion of a Formative Feedback Form
- Late spring or early summer for a summative conference, followed by a completed Summative Evaluation Form

Experienced administrator, education associate and specialist conferences will typically occur at least four times over the two-year evaluation cycle:

- During the summer or early fall of the first year for agreement on goals
- Mid-year each year to discuss progress
- During the summer of the first year to review progress on goals and establish goals for the upcoming year
- At the end of the second year to discuss results and complete the summative evaluation

Experienced Administrators, Educational Associates and Specialists

Two-Year Appraisal Cycle

(Experienced administrators whose performance is “Effective”)

Although many of the procedures for administrators being appraised on a two-year cycle are identical to those observed for administrators on an annual appraisal cycle, there are significant differences which are highlighted below.

- The Goal-Setting Form is completed annually. Goals for the second year of the cycle are developed as a result of the conference to review progress on the goals set forth for year one. This conference generally takes place during the summer.
- The Professional Responsibilities Form is completed only once during the two-year cycle, prior to the Formative Feedback Conference in year one. It may be added to at any time prior to the Summative Conference.
- A Summative Conference takes place during the summer of year two of the appraisal cycle, and the evaluator completes a Summative Evaluation Form utilizing: data collected from Goal-Setting Forms from both years of the cycle.
- Conferences and Formative Feedback Forms completed during both years of the cycle.
- Professional Responsibilities Form completed in year one of the appraisal cycle.

Specific Steps Overview

- 1** Goal-setting
- 1a** Goal-Setting Conference
- 1b** Goal-Setting Form (Part 1)
- 1c** Goal-Setting Form (Part 2)
- 2** Formative Activities
- 2a** Formative Conference
- 2b** Formative Feedback Form
- 3** Professional Responsibilities Reporting
- 3a** Professional Responsibilities Form
- 4** Summative Evaluation
- 4a** Summative Conference
- 4b** Summative Form

1. Goal-Setting

Setting goals for district and department performance is an important part of every team member's work. Clear measurable goals provide a road map for staff. The process includes a Goal-Setting Conference and completion of Part One of the two-part form.

1a. Goal-Setting Conference

During this conference, each party brings and discusses data that will inform the process of mutually establishing performance goals and the criteria for defining success in achieving those aims.

1b. Goal Form (Part 1)

July–August

- Employee completes individual Goal Form and submits to evaluator within ten (10) working days of Goal-Setting Conference.
- New employees complete the Goal Form within one month of employment.

1c. Goal Form (Part 2)

Spring

- Employee compiles evidence of performance for all components -throughout the school year. Evidence should reflect the employee's work throughout the year.
- Employee documents progress on individual goals and completes Part 2 of the individual Goal Form, which is delivered to the evaluator prior to the Summative Conference.

2. Formative Activities

Formative activities consist of the Formative Conference and completion of the Formative Feedback Form.

2a. Formative Conference

Mid-winter

- The Formative Conference is held in mid-winter, to discuss progress toward goals and other issues of interest or concern.

2b. Formative Feedback Form

Mid-winter

- The Formative Feedback Form is used to record the content of conferences held and to note any goals or performance expectations agreed upon. Any other pertinent information either party feels should be recorded will be included.
- Following the conference, the evaluator completes a Formative Feedback Form and forwards it to the employee within ten (10) working days of the conference.

3. Professional Responsibilities Reporting

Key areas evaluated in Professional Responsibilities Reporting are:

- Maintenance of professional relationships and open communication
- Dealing fairly and consistently with staff
- Working collaboratively with staff, faculty, families and community
- Striving to establish a culture that promotes fiscal responsibility
- Engagement in goal-aligned professional growth activities

3a. Professional Responsibilities Form

Prior to the Formative Feedback Conference

- Employee completes Professional Responsibilities Form and delivers it to the evaluator prior to the Formative Feedback Conference.
- Additional information may be added to the Professional Responsibilities Form at any time prior to the Summative Conference.

4. Summative Evaluation

(All Components)

The Summative Evaluation covers components one (1) through five (5) of the evaluation and considers all the forms completed by both the employee and the evaluator over the course of the evaluation cycle. Also included in the Summative Evaluation is the content of conferences held during the evaluation cycle.

4a. SUMMATIVE CONFERENCE

May–July

Inexperienced employees as well as experienced administrators, educational associates and specialists whose performance is “Needs Improvement” or “Unsatisfactory” are evaluated through an annual appraisal cycle. The Summative Evaluation for those individuals whose performance is “Needs Improvement” or “Unsatisfactory” takes place over a one-year period.

- The evaluator and the employee conference in July or August to discuss goals.
- The employee completes the Individual Goal-Setting Form and submits it to the evaluator within ten (10) days of the conference.
- The evaluator and the employee meet for a Formative Conference at least once, generally in December, to discuss progress toward goals and other issues of concern.
- The evaluator completes the Formative Feedback Form and forwards it to the employee within ten (10) days of the Formative Conference.
- The employee completes the Professional Responsibilities Form prior to the Formative Feedback Conference. Additional information may be added prior to the Summative Conference.
- The employee documents progress on individual goals and completes Part 2 of the Individual Goal Form, which is delivered to the evaluator prior to the Summative Conference.
- The Summative Conference is held at the end of the cycle, in the summer (between June and July). All of the documents, evidence, and discussions which took place during the cycle may become part of the Summative Evaluation.
- Within ten (10) days, the evaluator completes the Summative Evaluation Form and forwards it to the employee. The Summative Conference sets the stage for the development of goals for the ensuing year.

Experienced administrators, educational associates and specialists whose performance is “Satisfactory” are appraised on a two-year cycle. The Summative Conference takes place during the summer of year two of the appraisal cycle. The Summative Evaluation for those employees whose performance is “Satisfactory” takes place over a two-year period.

- The Goal-Setting Form is completed annually. Goals for the second year of the cycle are developed as a result of the conference to review progress on the goals set forth for year one. This conference generally takes place during the summer.
- Formative Feedback Conferences take place annually, generally in December of each year of the cycle. Progress toward goals and other issues or concerns are discussed. The evaluator completes the Formative Feedback Form and forwards it to the employee within ten (10) days of the Formative Conference.
- The Professional Responsibilities Form is completed only once during the two-year cycle. It may be added to at any time prior to the Summative Conference.
- A Summative Conference takes place during the summer of year two of the appraisal cycle, and the evaluator completes a Summative Evaluation Form, using data collected from Goal-Setting Forms from both years of the cycle, evidence submitted by the employee in support of all five (5) components, the conferences and Formative Feedback Forms completed during both years of the cycle, and the Professional Responsibilities Form completed during the winter of year one of the appraisal cycle.
- Within ten (10) days, the evaluator completes the Summative Evaluation Form and forwards it to the employee.
- The Summative Conference sets the stage for the development of goals for the ensuing year.

4b. SUMMATIVE FORM

May–July

Purpose:

- The Summative Evaluation Form provides written feedback about the performance of the administrator, educational associate or specialist related to all five (5) components.
- The Summative Evaluation Form is a written record of the conversations which took place during the Summative Conference. All of the evidence submitted in support of all five (5) components, as well as all conferences and written documents generated during the evaluation cycle may be considered when completing the Summative Form.
- The content of the form is based on the evidence from conferences, artifacts presented and forms completed by both employee and evaluator.
- The Summative Evaluation Form includes the evaluator’s ratings of the employee’s performance on each component and an overall rating of the employee’s performance.

Ratings Guidelines

Component Performance Levels

Each of the five (5) components is weighted equally and assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

- **Satisfactory Performance** – The administrator demonstrates acceptable performance by meeting at least three (3) of the four (4) criteria outlined in each of the five (5) components.
- **Unsatisfactory Performance** – The administrator demonstrates unacceptable performance on two (2) or more of the four (4) criteria outlined in each of the five (5) components.

Summative Performance Levels

The Summative Evaluation shall include one of three overall ratings:

- **Effective** on a Summative Evaluation
- The employee receives at least four (4) Satisfactory component ratings among the five (5) components on the Summative Evaluation.
- **Needs Improvement** on a Summative Evaluation
- The employee receives three (3) Satisfactory component ratings out of the five (5) components on the Summative Evaluation.
- **Ineffective Performance** on a Summative Evaluation
- The employee receives two (2) or fewer Satisfactory component ratings out of the five (5) components on the Summative Evaluation, or
- If an employee's overall Summative Evaluation rating is "Needs Improvement" for the third consecutive year, the rating will be re-categorized as "Ineffective."

Pattern of Ineffective Performance

A pattern of ineffective performance is based on the most recent Summative Evaluation ratings using the DPAS II process. Two (2) consecutive ratings of "Ineffective" shall constitute a pattern of ineffective performance.

Improvement Plan

May–June

An improvement plan shall be developed for an administrator, educational associate or specialist who receives an overall rating of “Needs Improvement” or “Ineffective” on the Summative Evaluation or a rating of “Unsatisfactory” on any component on the Summative Evaluation, regardless of the overall rating. An improvement plan shall also be developed if an employee’s overall performance during the Formative Process is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator(s) on the Formative Feedback Form by noting “PERFORMANCE IS UNSATISFACTORY” and initialing the statement.

Improvement Plans must include the following:

- Identification of the specific deficiencies and recommended area(s) for growth.
- Measurable goals for improving the deficiencies to satisfactory levels.
- Clear and specific professional growth activities to accomplish the goal(s).
- Resources for each professional growth activity must be identified and made accessible to the administrator.
- Procedures and evidence that must be provided and/or behaviors to determine that the goal(s) were met.
- Timelines, including intermediate progress checkpoints and a final completion date must be specified.
- Record of judgment and date completed, signed by the employee and evaluator(s).

Process

- The evaluator and the employee will cooperatively develop the plan.
- If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan.
- The employee shall be held accountable for the implementation and completion of the Improvement Plan.
- Upon completion of the Improvement Plan, the employee and the evaluator(s) will sign the documentation that determines the satisfactory or unsatisfactory completion of the plan.

Challenge Process

An employee may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating. An employee may also challenge the conclusions of the Formative Process if the statement “PERFORMANCE IS UNSATISFACTORY” has been included on the Formative Feedback Form.

Process

- The employee must submit additional information specific to the point of disagreement in writing within fifteen (15) working days of receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation.
- The challenge, together with the record, shall be forwarded to the supervisor of the evaluator.
- Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.
- If the challenge is denied, the decision shall state the reasons for the denial.
- The decision of the supervisor of the evaluator shall be final.

Forms

GOAL FORM – ADMINISTRATOR, EDUCATIONAL ASSOCIATE, SPECIALIST

Each employee will develop one to four goals. Complete this portion of the form and bring it with you to the goal conference.

Employee _____ School District _____
Department _____ Date: _____

September

Identify the area(s) of need on which you will focus with your department this school year.

Identify the measurable indicator(s) and methods of measurement you will use to show progress in the area(s) identified above.

Employee Initials _____ Evaluator Initials _____ Date of Conference _____

In the spring, complete this portion of the form and give it to your evaluator. Attach any applicable documents.

Summarize your progress in the area(s) of need as shown by the indicators identified on the front side of this form.

If you met your goal(s), what conditions were most helpful?

If you did not meet your goal(s), what were your obstacles or barriers?

Employee
Initials _____

Date
Submitted _____

Date of Receipt_____

**FORMATIVE FEEDBACK FORM – ADMINISTRATOR, EDUCATIONAL ASSOCIATE,
SPECIALIST**

Name _____ School _____

Position _____ Date of
Conference _____

This form is used to record the content of conferences held and to note any goals or performance expectations agreed upon, and any other pertinent information either party feels should be recorded.

Component 1: Skills and Knowledge

Narrative:

Component 2: Providing Direction

Narrative:

Component 3: Working with People (Communications)

Narrative:

Component 4: Using Resources Effectively

Narrative:

Component 5: Achieving Results (Not assessed until Summative Evaluation)

Narrative:

Summary:

The employee and evaluator shall sign the Formative Feedback Form to indicate that it has been reviewed and discussed.

Employee's Signature _____ Date: _____

Evaluator's Signature _____ Date: _____

**PROFESSIONAL RESPONSIBILITIES FORM – ADMINISTRATOR, EDUCATIONAL
ASSOCIATE, SPECIALIST**

Employee _____ Department _____

District _____ Date _____

Complete this form for the current school year and submit it to your evaluator no later than January 31. You may update this information later in the cycle. (If you are on a two-year cycle, this form is to be submitted by January 31 of the first year. It may be updated at any time during the cycle.)

Describe how you maintain professional relationships and open communication with members of the department, colleagues and other key stakeholders.

Explain how you work collaboratively with your department and others to establish a culture that promotes fiscal responsibility and delivery of high quality services and results-oriented outcomes.

Explain how you deal fairly and consistently with staff. Provide evidence of expression of your values, beliefs and attitudes that support all staff to higher levels of performance.

Provide evidence of the professional development activities in which you have engaged and how they align to your professional needs of the school or district.

Provide any additional information you wish to share with your evaluator.

_____ Date of Receipt
by Evaluator
_____ Evaluator Initials

**SUMMATIVE EVALUATION FORM – ADMINISTRATOR, EDUCATIONAL ASSOCIATE,
SPECIALIST**

Name _____ Evaluator _____

Position _____ Date _____

Department _____

Component 1: Skills and Knowledge

- Prioritizes objectives and plans work to make best use of time and resources.
- Takes personal responsibility for making things happen.
- Consistently delivers high quality work and a consistent and reliable performance.
- Addresses multiple demands without losing focus or energy.

Narrative:

Satisfactory

Unsatisfactory

Component 2: Providing Direction

- Involves members in creating strategic objectives that are consistent with the vision of the organization and area of responsibility.
- Identifies measures and methods for monitoring and evaluating the plan so that the team achieves its overall objectives.
- Organizes information and knowledge in a way that supports effective planning.
- Recognizes and considers the needs and expectations of actual and potential customers and other key stakeholders.

Narrative:

Satisfactory

Unsatisfactory

Component 3: Working with People (Communications)

- Presents information clearly, concisely, accurately and in ways that promote understanding.
- Complies with, and ensures others comply with, legal requirements, industry regulations, district policies and professional codes.
- Communicates regularly with members of the department, colleagues and other key stakeholders.
- Ensures that his/her behavior, words and actions and those of people working for the organization support a commitment to equality of opportunity and diversity.

Narrative:

Satisfactory

Unsatisfactory

Component 4: Using Resources Effectively

- Adopts appropriate data collection methods.
- Allocates resources to support the strategic plan.
- Promotes fiscally responsible behavior in unit or department and is alert to potentially fraudulent activities or misappropriation.
- Encourages colleagues in the department to identify ways of reducing expenditure, selecting and pursuing those ideas which have potential for implementation.

Narrative:

Satisfactory

Unsatisfactory

Component 5: Achieving Results

- Identifies and provides necessary resources for achievement of the objectives.
- Monitors the quality of work and progress against plans and takes appropriate corrective action, where necessary.
- Utilizes data analysis to measure achievement of departmental or program goals.
- Achieves goals and objectives as set forth in the Strategic Plan.

Narrative:

Satisfactory

Unsatisfactory

Summary

The employee and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the employee necessarily agrees with the evaluation.

Rating:

Effective

Needs Improvement*

Ineffective*

Improvement Plan Required for

Component 1

Component 2

Component 3

Component 4

Component 5

Employee's
Signature _____

Date: _____

Evaluator's
Signature _____

Date: _____

My signature above means that I have reviewed the Summative Evaluation Form but that I do not necessarily agree with component ratings and/or summative evaluation rating or comments in this form. I understand that I may submit additional information on the Challenge Form within fifteen (15) calendar days of the date on which I signed this form.

* Indicates Improvement Plan is necessary

IMPROVEMENT PLAN – ADMINISTRATOR, EDUCATIONAL ASSOCIATE, SPECIALIST

Name _____ Evaluator(s) _____
Position _____ Department _____
Date _____

1. Identify specific deficiencies and recommended areas of growth related to one or more of the components.

2. List specific measurable goals for improving the deficiencies and recommended growth areas to satisfactory levels.

3. Identify resources and strategies necessary to implement the Improvement Plan.

4. List evidence that must be submitted to evaluate growth and improvement of the identified deficiencies or recommended areas of growth.

5. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

6. Indicate how satisfactory performance as defined by the Improvement Plan will be determined.

Employee

Date

Evaluator

Date

Completion of the Improvement Plan

The employee has completed the Improvement Plan.

Satisfactory Unsatisfactory

Employee's Signature _____ Date: _____

Evaluator's Signature _____ Date: _____

Appendices

Appendix A –



http://www.management-standards.org/content_1.aspx?id=10:1917

Background and access to online version of standards and criteria