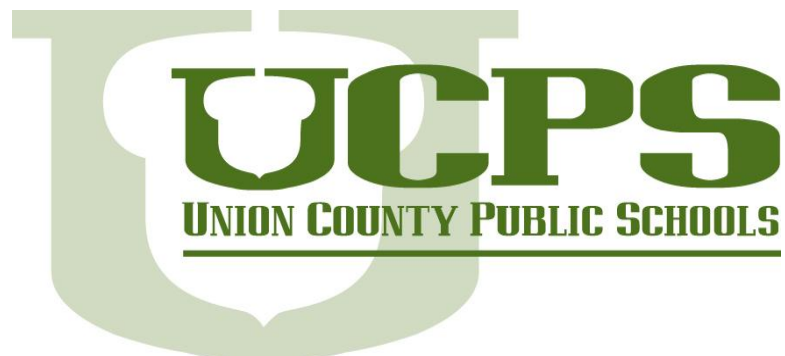


Union County Public Schools

Implementation Guide

Principals' Executive Program Evaluation System for Central Services Administrators



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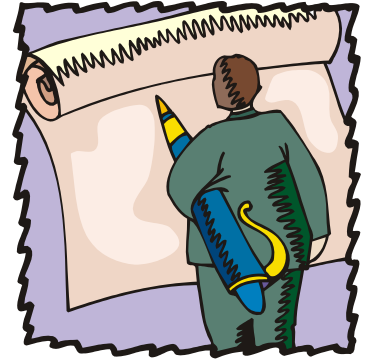
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Central Services Administrators' Evaluation Process (Simplified)

Step One

At the beginning of an evaluation cycle, the Central Services Administrator does a self-assessment to highlight, for him or herself, those domains and functions that appear to be most successful and to ascertain those domains and functions that lend themselves to further work and/or refinement. It is the intent that the self-assessment causes the Central Services Administrator to examine both those areas for which he/she is most responsible, as well as the other areas that may contribute to the school district's overall success.



This self-assessment is divided into three distinct parts: self-assessing performance in one's MAJOR area of responsibility; self-assessing performance in one's SECONDARY area of responsibility; and self-assessing one's performance in the area of least responsibility.

The purpose of this initiating step is to give the Central Services Administrator the opportunity to shape the largest portion of his/her performance evaluation. If the Central Services Administrator is to have primary responsibility for his or her professional growth, then having this level of control is critical.

NOTE TO SUPERVISOR: At no time was this self-assessment or the accompanying rubric designed to be used as some form of a checklist in disguise. The entire purpose for its formulation was to assist the person being evaluated to reflect on his/her performance in order to set some priorities for future growth and performance.

Step Two



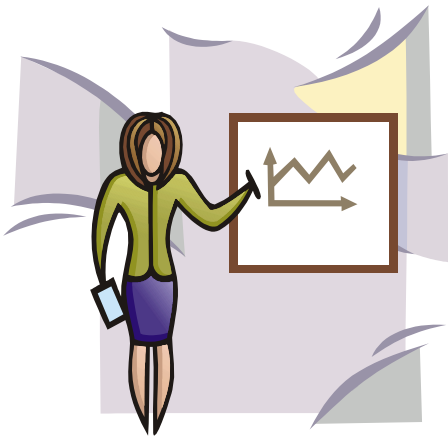
After the Central Services Administrator has completed the self assessment, he/she should then schedule the goal-setting conference with his/her supervisor. The purpose of this conference is to review those areas the Central Service Administrator has selected to work on for the coming evaluation cycle. These goals become a part of a Performance Growth Plan for the upcoming evaluation cycle. At least one goal should be articulated for each of three leadership functions. No more than six goals overall are to be established.

The supervisor should come into this conference with some ideas for the Central Services Administrator's improvement as well. These ideas might be the consequence of a previous evaluation process or they might come from a different set of priorities established by (or anticipated to be established by) the State Board of Education (SBE) or the local board. The district's accountability results, its overall improvement plans, or the local board's strategic plan are also sources of ideas for a Performance Growth Plan. There may even be cases where there is an intention for using the Central Services Administrator's talents in other responsibilities and the Performance Growth Plan can be used to help prepare the Central Services Administrator for that possible future.

Of course, the Performance Growth Plan can also be used to help Central Services Administrators who are struggling with their jobs. The Central Services Administrator might be in a new assignment and well out of his/her comfort zone. The Central Services Administrator might find sudden shifts in demographics or program policy/regulations for which the schools and the district are under-prepared, or the Central Services Administrator might actually be struggling to keep his primary area of responsibility on an upward path of continuous improvement. Whatever the reason, this planning conference is intended to set a course of direction aimed at helping the Central Services Administrator improve his/her job performance in critical areas.

At the conclusion of this conference, the Central Services Administrator and supervisor should have agreed on the Performance Improvement Goals, some strategies for implementation, and timelines to check on progress. The supervisor must be prepared to offer technical, logistic, and/or financial support to help the Central Services Administrator be successful in meeting these goals. Finally, both Central Services Administrator and supervisor should agree to the length of the evaluation cycle (six months minimum to 3 years maximum).

Step Three



After the goals have been mutually agreed on, the next logical step is to implement the strategies that will lead to accomplishing the goals. The responsibility for creating action plans rests with the Central Services Administrator. It is also the Central Services Administrator's responsibility to document his or her own growth. In most cases, this documentation can be verified by the ordinary (and often extraordinary) work the Central Services Administrator does.

It should be common practice that the Central Services Administrator keeps the artifacts of his/her work on file in his/her office (e.g., newsletters, meeting agendas, workshops conducted, letters and memoranda, etc.). Those documents are more than sufficient to provide verification. In some few cases, the work specifically related to a performance goal might not manifest itself in the routines of school administration. In those instances, and where appropriate, the Central Services Administrator should have a file of those artifacts as well.

The supervisor's role is to support the growth efforts. That may involve holding periodic progress meetings. It is important that these meetings not be trivialized by making them a place primarily for banter and superficial conversations (e.g., "How's it going?"). Rather, everyone should expect that these meetings are to monitor progress, identify impediments to progress, make mid-cycle corrections, if necessary and appropriate, and to further establish the importance of performance growth as a job expectation.

In evaluation processes, one standard of best practice is that the evaluator sees the Central Services Administrator perform in his/her best work setting. The supervisor should make at least one (preferably more) site visits where the conditions of the setting can be seen alongside the Central Services Administrator's performance. Each site visit should carry with it some opportunity for the supervisor to give and for the Central Services Administrator to receive high quality feedback on the visit itself.

Step Four

During mid-year (not necessarily mid-cycle), both the Central Services Administrator and the supervisor should have a significant conference to examine targets, to determine the pace of progress, and to provide the supervisor with information that might relate to district-wide goals and priorities. The district has reporting responsibilities, and Central Services Administrators are a primary source of data.



This conference also maintains a clear message to the Central Services Administrator that performance growth is not an option, but an expectation. In this conference, it should be the norm that the Central Services Administrator comes prepared for a serious conversation, complete with data and documents to help underscore the importance of this process.

The supervisor should be prepared to ask cogent questions about information of mutual importance to the Central Services Administrator and the district. The performance improvement documents should be used to trace and highlight progress. The supervisor should also be prepared to give high quality verbal feedback to the Central Services Administrator on his/her progress, performance, and/or prospects. Any concerns that get raised should be dealt with here.

It is not necessary that the Central Services Administrator receive written feedback from this conference, unless the concerns are such to warrant it. Written feedback might be necessary for those Central Services Administrators whose performance is under scrutiny. The decision for written feedback, otherwise, is primarily the supervisor's judgment.

Step Five



Towards the end of the evaluation cycle, the Central Services Administrator should set up the summative evaluation conference with his/her supervisor. This conference is for the Central Services Administrator to report on the status of the performance improvement goals established at the beginning of the cycle. It is a summative conference in that all elements of the evaluation process are finalized.

In preparation for this conference, the Central Services Administrator should prepare a 3-6 page executive summary of the accomplishments, and the shortcomings (if any) in doing the Performance Improvement Plan. This executive summary provides the supervisor with a brief overview of the performance improvement goals and what actually transpired from the process. It is the Central Services Administrator's responsibility to respond to his/her plan and to be prepared to provide evidence (through artifacts and other similar documents) that the executive summary is accurate and as complete as possible. The summary should be in the supervisor's hands at least a week in advance of the actual conference.

We recommend that the supervisor hold the summative conference in the Central Services Administrator's office area, if possible. Rather than having the Central Services Administrator carry a mass of materials to this conference, it would simply be more reasonable that the supervisor come to the place where, if a particular piece of documentation is needed or requested, the Central Services Administrator should be able to find and retrieve it easily. The conference is about GROWTH, not the quality of documentation.

At the conclusion, the supervisor should give the Central Services Administrator some verbal feedback and some indications of his or her overall judgment of the Central Services Administrator's performance, including significant shortcomings, weaknesses, or concerns.

NOTE TO SUPERVISORS: In this conference, there should be no surprises. The Central Services Administrator should not be hearing a performance concern for the first time at this summative conference.

Step Six



To conclude the cycle, the supervisor is to write a 1-2 page summary of the Central Services Administrator's overall performance, using the executive summary and the summative conference as primary sources of data for this summary. The supervisor should make any formal recommendations in this document. If there is no disagreement, the Central Services Administrator should sign a copy of the supervisor's summary. Both the Central Services Administrator's executive summary and the

supervisor's evaluation summary are combined to form the evaluation documentation of the Central Services Administrator's performance.

In cases where there is a continuing disagreement on one or more points of substance, the Central Services Administrator is invited to provide a rebuttal to whatever part of the supervisor's evaluation summary he/she finds troublesome. That rebuttal also becomes a part of the documentation file.

In some cases, some Central Services Administrators will have had their performance scrutinized more carefully than others and perhaps in shorter evaluation cycles than others. In those instances, the supervisor should be more specific as to particular concerns and shortcomings and should be prepared to recommend either remediation activities for the next cycle or to disclose what processes and procedures will come into play should the concerns not be addressed and the shortcomings not rectified. This should be in a formal letter specifying the kinds and levels of performance expectations that are required for the Central Services Administrator to receive a more favorable evaluation.

The Performance Growth Plan that follows this intense evaluation should be treated more like an Action Plan, with specific targets and specified outcomes to be achieved. It is particularly important that the supervisor document the nature and kinds of assistance that the Central Services Administrator will receive in order that he/she has the maximum opportunity to be successful.

Appendix A
Central Services Self Assessment Instrument

CENTRAL SERVICES SELF ASSESSMENT INSTRUMENT

_____DEPARTMENT/SCHOOL

Name _____

Job Title _____

Years of educational leadership service ____ Years in current Central Services position____

PRIMARY AREA OF RESPONSIBILITY

I am also expected to be accountable for (please describe) _____

SECONDARY AREA OF RESPONSIBILITY

I am also expected to be accountable for (please describe) _____

SELF-ASSESSMENT

Using the Central Services Evaluation System Rubric (see attached), please respond to how well you provide services in each of the nine cells of the Central Services Matrix. For the appropriate cell that depicts your level of service, please provide 1-3 sample activities that validate your contributions or indicate a potential area of growth.

Cell A – Provides instructional leadership in providing services to the curriculum and instructional programs in the district.

EXEMPLARY PERFORMANCE 3	ADEQUATE PERFORMANCE 2	INADEQUATE PERFORMANCE 1
Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

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Cell B – Provides organizational leadership in providing services to the curriculum and instructional programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

Cell C- Provides managerial leadership in providing services to the curriculum and instructional programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

Cell D – Provides instructional leadership in working with the business and auxiliary programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

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Cell E – Provides organizational leadership in working with business services and programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

Cell F – Provides managerial leadership in working with business services and programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

Cell G – Provides instructional leadership in working with personnel and personnel services and programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

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Cell H – Provides organizational leadership in working with personnel and personnel services and programs in the district.

EXEMPLARY PERFORMANCE 3 Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.	ADEQUATE PERFORMANCE 2 Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.	INADEQUATE PERFORMANCE 1 Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.

Cell I – Provides managerial leadership in working with personnel and personnel services and programs in the district.

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CENTRAL SERVICES EVALUATION SYSTEM RUBRIC

Cell A – Provides instructional leadership in providing services to the curriculum and instructional programs in the district.

EXEMPLARY PERFORMANCE 3	ADEQUATE PERFORMANCE 2	INADEQUATE PERFORMANCE 1
<p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> Consistently relates job duties and responsibilities as a function of helping schools meet the goals in their school improvement and/or safe schools plans. Frequently finds new and innovative ways to fulfill job responsibilities so that teaching and learning in schools are enhanced. Clearly communicates to others (subordinates, peers, superiors) that helping schools meet student performance goals is a primary reason for doing one's job. Provides opportunities for professional development in his/her respective area of responsibilities so others can help serve the primary purposes of the school district. 	<p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> Sometimes views performing his/her job responsibilities as related to helping schools meet their goals, but is as likely to view the job more narrowly than broadly. Tends to restrict innovative thinking to doing his/her job more effectively with incidental attention to teaching and learning in schools. Tends to limit public communications to explain the more narrow perspective of the specific job description. Limits professional development opportunities to others within the specific domain of responsibilities in the job description. 	<p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p> <ul style="list-style-type: none"> Only views doing the job within the narrow view of the job itself. Makes little to no effort to relate his/her job performance to the more general area of school improvement. Tends to practice job maintenance. Little to no innovative thinking is evident. Limits communications with others to provide only minimal information, almost always within the narrow view of the job description. Provides and/or participates in little to no professional development, even within the narrow perspective of the job description.

Cell B – Provides organizational leadership in providing services to the curriculum and instructional programs in the district.

EXEMPLARY PERFORMANCE 3	ADEQUATE PERFORMANCE 2	INADEQUATE PERFORMANCE 1
<p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> Is an exemplary model for and provides leadership to others to engage in continuous improvement activities that improve both the specific domain of task responsibilities and the district as a whole. Almost always relates the specific task domain (e.g., curriculum, transportation, food services, etc.) under consideration to helping the 	<p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> Understands the need for him/herself to seek ways to improve job performance within the task domain, but seldom pushes others to learn improved practices unless there is a specific reason to do so. Tends to be centered on the task domain, but will, when pressed, find ways to relate those responsibilities to the larger tasks the district faces with 	<p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p> <ul style="list-style-type: none"> Engages in activities designed to promote continuous improvement reluctantly, and tends to use the results of these activities sporadically. Does not push others with task domain to seek opportunities for improvement. Is only concerned with the task domain itself, and prefers not to be bothered with any relationship to other task domains or district

<p>district meet its primary goals of student performance accountability and educational service to the public.</p> <ul style="list-style-type: none"> • Is constantly seeking and using data from within the task domain to determine its internal effectiveness and its contributions to other task domains in the district. 	<p>student performance accountability and educational services to the public.</p> <ul style="list-style-type: none"> • Will seek and use evaluative data at least annually, usually to determine dimensions of overall performance within the task domain itself. Tends not to seek data about contributions to other task domains as irrelevant. 	<p>priorities.</p> <ul style="list-style-type: none"> • Gathers evaluative data about effectiveness because it is required, but sees little value in the data or their use. Does not see the need to gather, examine, or use data about or from other task domains as a waste of time.
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Cell C – Provides managerial leadership in providing services to the curriculum and instructional programs in the district.

EXEMPLARY PERFORMANCE 3	ADEQUATE PERFORMANCE 2	INADEQUATE PERFORMANCE 1
<p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Constantly makes sure that others within the task domain know the relationship between their specific job responsibilities and the goals and priorities of the district. • Is a model for resolving conflicts and missed communications quickly and effectively at his/her appropriate level of responsibility. Generally ensures that the resolution is developed by and with the conflicting parties. Routinely tries to find problems before they become crises, and therefore easier to solve. • Has led in developing a set of performance goals and outcomes for the task domain that are both challenging and are contributory to the overall priorities of the district. • Establishes staffing plans and work schedules that make the best use of people's time and talents. Assesses the effectiveness of these plans with regularity. 	<ul style="list-style-type: none"> • Will, on request, communicate to others how the task domain relates and contributes to the overall goals and priorities of the district, but does not do so routinely. • Resolves conflicts when called upon to do so, but tends to take responsibility for solving the issue and then communicates that resolution to the conflicting parties. Tend not to be a problem finder, but a problem-solver. • Has led in developing a set of performance goals and outcomes for the task domain, but only sporadically follows it. • Assign staff and their respective work schedules on the basis of seniority or some other measure potentially devoid of value in staffing responsibilities or scheduling work activity. 	<ul style="list-style-type: none"> • Sees no reason to communicate any relationship between task domains to others internal or external to the organization. Tends to think in "silo" terms and values it. If the task domain is effective in its own right, that is all he/she needs to worry about. • Tries to let conflicts resolve themselves. When they do not, assumes a role of judge and jury, meting out rewards and sanctions. Is neither a problem finder nor solver, but a problem-reactor. • Has neither formal nor informal goals and/or priorities to guide the organization. • Assigns staff responsibilities and work schedules without stern regard for preferences, talents, or possible contributions. Does no assessment of the effectiveness of these decisions.

Cell D – Provides instructional leadership in working with the business and auxiliary programs in the district.

<p align="center">EXEMPLARY PERFORMANCE</p>	<p align="center">ADEQUATE PERFORMANCE</p>	<p align="center">INADEQUATE PERFORMANCE</p>
<p align="center">3</p> <p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p align="center">2</p> <p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">1</p> <p>Does not meet performance levels consistently; Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Routinely seeks data about program costs in order to determine indexes of cost effectiveness and/or benefit. • Seldom engages in planning new instructional program initiatives without involving others in relevant task domains in the planning process. • Routinely involves people in business and auxiliary services in helping to plan appropriate parts of grants and other contracted funding. 	<ul style="list-style-type: none"> • Is somewhat aware of program costs, but does not seek to determine either cost benefit or cost effectiveness.. • After planning a program initiative, seeks review from people in business and auxiliary services. • Asks for review of specific parts of grant and contract proposals according to the specific task domain. 	<ul style="list-style-type: none"> • Knows program costs, but generally builds no relationship between that knowledge and any set of desired outcomes or purposes. • Involves others in new program planning only when required by specific request from a superior. • Delegates certain parts of grant and proposal to others without informing them of the overall scope and purpose of the proposal itself.

Cell E – Provides organizational leadership in working with business services and programs in the district.

<p align="center">EXEMPLARY PERFORMANCE</p>	<p align="center">ADEQUATE PERFORMANCE</p>	<p align="center">INADEQUATE PERFORMANCE</p>
<p align="center">3</p> <p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p align="center">2</p> <p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">1</p> <p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Continually models the effective use of technology in communicating vital information to various constituencies affected by the domain. • Constantly promotes the use of technology by others by providing opportunities for them to learn and acquire proficiency in key applications. • Seeks opportunities to contribute domain expertise to helping others in the district solve their problems. • Ensures that all persons in the district are kept informed of ways to maintain a safe, secure and caring environment for people to work and thrive. 	<ul style="list-style-type: none"> • Uses technology because it is imposed from without. Tends to communicate internally through more traditional means. • Will allow subordinates to learn technological applications, but does not push them to these opportunities. • Will respond to requests to use domain expertise from others, but seldom volunteers those services. • Ensures that people with the task domain are in a safe, secure, and caring environment. 	<ul style="list-style-type: none"> • Tends to resist the use of technology as a communications medium. • Does not attempt to have others more empowered in technological applications than he/she unless directed to by superiors. • Resists “loaning” experts in the task domain to others, believing that it takes time and energy away from their primary task. • Does little to ensure a safe, secure and caring environment for anyone but him/herself.

Cell F – Provides managerial leadership in working with business services and programs in the district.

<p style="text-align: center;">EXEMPLARY PERFORMANCE 3</p>	<p style="text-align: center;">ADEQUATE PERFORMANCE 2</p>	<p style="text-align: center;">INADEQUATE PERFORMANCE 1</p>
<p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Provides reports on task domain activities and their effects on other task domains in a timely and useful manner to all decision-makers in the organization. • Is a continuing source of cooperation and support in managing program requirements and needs with other areas of responsibility in the district. • Conducts frequent assessments of the task domain’s programs, services and personnel impact on other areas of responsibility, and provides timely feedback to all constituent groups and agencies. • Manages the resources in the task domain that reflect the standards of good stewardship. 	<ul style="list-style-type: none"> • Provides required reports on task domain activities when requested, and distributes them to others in the district on a “need-to-know” basis only. • Works with other task domains when it suits the needs and priorities of his/her specific task domain. • Assesses the program’s services and personnel within the task domain on an annual basis. Feedback is maintained within the task domain itself. • Manages the resources in the task domain within the bounds of reasonableness, but may need resources from other areas to meet management needs. 	<ul style="list-style-type: none"> • Is often late with needed reports. Distribution of information is frequently untimely for making maximum impact. • Works almost totally within his/her task domain, often at the exclusion of other related areas of responsibility within the district. • Does assessments of program activities, services, and personnel infrequently, and almost never, to assess impact on other areas of responsibility. • Frequently runs out of resources to operate effectively. Makes demands for additional resources without first assuring existing resources are used efficiently.

Cell G – Provides instructional leadership in working with personnel and personnel services and programs in the district.

<p style="text-align: center;">EXEMPLARY PERFORMANCE 3</p>	<p style="text-align: center;">ADEQUATE PERFORMANCE 2</p>	<p style="text-align: center;">INADEQUATE PERFORMANCE 1</p>
<p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Seeks to recruit, select, and develop the best corps of personnel for the task domain possible. Ensures that a proper diversity of backgrounds, viewpoints, and expertise is contained within the corps of people in the task domain. • Provides continuing staff development for personnel to ensure that their work is consistent and effective in helping the district meet its priorities and goals. 	<ul style="list-style-type: none"> • Articulates a desire to recruit and select the best-qualified personnel, but frequently settles for less than the best to meet more expedient pressures. Pays too little attention to securing diversity, either of backgrounds or ideas. • Provides sporadic staff development to improve skills and knowledge within the area of responsibility, but pays too little attention to how that might contribute to larger district 	<ul style="list-style-type: none"> • Hires without apparent regard to quality or diversity. Does little to recruit and develop those in his/her area of responsibility. • Sponsors little to no staff development on personal initiative. If and when it is offered, it almost always is a response to an external mandate or requirement, and usually about knowledge and skills strictly within the task domain. • Regards any expertise to be applied

<ul style="list-style-type: none"> • Offers task domain expertise to other areas of responsibility in the district for their staff development needs. • Provides training to ensure that all personnel within and outside the task domain can work in a safe, clean, and productive professional environment, free of conditions and circumstances that can impede individual and group performance. 	<p>goals and priorities.</p> <ul style="list-style-type: none"> • Tends to restrict use of expertise within the task domain. Will respond to external requests for expertise. • Distributes information to inform personnel within the task domain of the need to have a safe, clean and productive work environment so people can get their work done. 	<p>only to the task domain, and actively resists sharing expertise outside to other areas of responsibilities.</p> <ul style="list-style-type: none"> • Does little to ensure that the work environment in the task domain or any other domain in the district is safe, clean, and productive.
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Cell H – Provides organizational leadership in working with personnel and personnel services and programs in the district.

EXEMPLARY PERFORMANCE 3	ADEQUATE PERFORMANCE 2	INADEQUATE PERFORMANCE 1
<p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Continually assesses personnel needs in the task domain in light of larger and greater priorities for the district. • Ensures that wellness and safety programs are both available and used by personnel within and outside the task domain. • Continually educates personnel within the task domain of their contributions and responsibilities for helping meet district goals and priorities. • Is an exemplary model for conducting performance evaluations. Gives clear and helpful feedback to personnel in his/her area of responsibility. Regards performance assessment as an opportunity to improve individual and district performance. 	<ul style="list-style-type: none"> • Does needs assessments for personnel needs in the task domain, but seldom relates those assessments to greater needs and priorities for the district as a whole. • Informs personnel within the task domain of programs regarding wellness and safety programs, but does little to ensure that these programs are attended or used. • Tends to restrict educational efforts to needs within the task domain. • Conducts performance assessment as a formal process. Provides minimal feedback to affected personnel. Regards performance assessments as a requirement to be fulfilled with a minimum of involvement and consequence. 	<ul style="list-style-type: none"> • Makes personnel requests without regard to needs assessments or to other district needs and priorities. • Posts information about wellness and safety programs, but does little to inform or encourage participation and/or usage. • Sees little value in educational activities, even within the task domain. Therefore, they are neither offered nor even promoted. • Conducts performance assessments as pro forma activities. Does little to use the process to improve either the individual or the district's level of performance.

Cell I – Provides managerial leadership in working with personnel and personnel services and programs in the district.

<p style="text-align: center;">EXEMPLARY PERFORMANCE 3</p> <p>Almost always exceeds expected performance levels; Completes all responsibilities at the highest levels of proficiency.</p>	<p style="text-align: center;">ADEQUATE PERFORMANCE 2</p> <p>Usually meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</p>	<p style="text-align: center;">INADEQUATE PERFORMANCE 1</p> <p>Does not meet performance levels consistently. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Is meticulous in maintaining the quality of records and other sources of data in his/her task domain. Ensures that all information on personnel and other areas of responsibility is up to date and accurate. • Schedules and distributes workloads and responsibilities in a fair and equitable manner, using people skills to maximize task domain and district productivity. • Knows and applies relevant laws, regulations, and policies in completing assignments with his/her area of responsibility. 	<ul style="list-style-type: none"> • Tries to maintain accurate records, but occasionally has inaccurate information emerge from the task domain's database. Personnel information is accurate, for the most part. • Schedules work assignments, but is not attentive to the fair distribution of workloads across skill and experience levels. • Works within the outer limits of law and policy. Often tries to cut corners around legal restrictions, particularly to further accomplishments in his/her area of responsibility. 	<ul style="list-style-type: none"> • Makes little to no pretense that records and/or reports are accurate. Cannot verify that personnel records are up-to date. • Schedules work assignments, but tends to disregard them on the basis of personal whim or some other distraction. • Does not know laws, procedures, or polices well. As a result, frequently mis-communicates or makes inappropriate decisions because of his/her lack of knowledge or understanding.

Appendix B
Central Services Individual Growth Plan

Central Services Individual Growth Plan

Name: _____

Job Title: _____

Growth Plan Cycle _____ Years To be completed by _____

Individual Growth Goals: List at least three, and not more than six, professional development goals that address professional growth priorities, based on your self-assessment. At least one of these goals MUST address a domain of responsibility not in your primary area of professional responsibility. Align the goals according to district and state priorities.

Goal 1: _____

_____ C&I Services _____ Business Services _____ Personnel Services (Check One)

<u>Strategies:</u>	Alignment	Target Date

Evidences of Completion:

Monitoring System:

	Employee's Signature	Date	Supervisor's Signature	Date
1 st Conf.	_____	_____	_____	_____
2 nd Conf.	_____	_____	_____	_____
Additional	_____	_____	_____	_____

Central Services Individual Growth Plan

Name: _____

Job Title: _____

Growth Plan Cycle _____ Years To be completed by _____

Individual Growth Goals: List at least three, and not more than six, professional development goals that address professional growth priorities, based on your self-assessment. At least one of these goals MUST address a domain of responsibility not in your primary area of professional responsibility. Align the goals according to district and state priorities.

Goal 2: _____

_____ C&I Services _____ Business Services _____ Personnel Services (Check One)

<u>Strategies:</u>	Alignment	Target Date

Evidences of Completion:

Monitoring System:

	Employee's Signature	Date	Supervisor's Signature	Date
1 st Conf.	_____	_____	_____	_____
2 nd Conf.	_____	_____	_____	_____
Additional	_____	_____	_____	_____

Central Services Individual Growth Plan

Name: _____

Job Title: _____

Growth Plan Cycle _____ Years To be completed by _____

Individual Growth Goals: List at least three, and not more than six, professional development goals that address professional growth priorities, based on your self-assessment. At least one of these goals MUST address a domain of responsibility not in your primary area of professional responsibility. Align the goals according to district and state priorities.

Goal 3: _____

_____ C&I Services _____ Business Services _____ Personnel Services (Check One)

<u>Strategies:</u>	Alignment	Target Date

Evidences of Completion:

Monitoring System:

	Employee's Signature	Date	Supervisor's Signature	Date
1 st Conf. _____	_____	_____	_____	_____
2 nd Conf. _____	_____	_____	_____	_____
Additional _____	_____	_____	_____	_____

Central Services Individual Growth Plan

Name: _____

Job Title: _____

Growth Plan Cycle _____ Years To be completed by _____

Individual Growth Goals: List at least three, and not more than six, professional development goals that address professional growth priorities, based on your self-assessment. At least one of these goals MUST address a domain of responsibility not in your primary area of professional responsibility. Align the goals according to district and state priorities.

Goal 4: _____

_____ C&I Services _____ Business Services _____ Personnel Services (Check One)

<u>Strategies:</u>	Alignment	Target Date

Evidences of Completion:

Monitoring System:

	Employee's Signature	Date	Supervisor's Signature	Date
1 st Conf.	_____	_____	_____	_____
2 nd Conf.	_____	_____	_____	_____
Additional	_____	_____	_____	_____

Central Services Individual Growth Plan

Name: _____

Job Title: _____

Growth Plan Cycle _____ Years To be completed by _____

Individual Growth Goals: List at least three, and not more than six, professional development goals that address professional growth priorities, based on your self-assessment. At least one of these goals MUST address a domain of responsibility not in your primary area of professional responsibility. Align the goals according to district and state priorities.

Goal 5: _____

_____ C&I Services _____ Business Services _____ Personnel Services (Check One)

<u>Strategies:</u>	Alignment	Target Date

Evidences of Completion:

Monitoring System:

	Employee's Signature	Date	Supervisor's Signature	Date
1 st Conf. _____	_____	_____	_____	_____
2 nd Conf. _____	_____	_____	_____	_____
Additional _____	_____	_____	_____	_____

Central Services Individual Growth Plan

Name: _____

Job Title: _____

Growth Plan Cycle _____ Years To be completed by _____

Individual Growth Goals: List at least three, and not more than six, professional development goals that address professional growth priorities, based on your self-assessment. At least one of these goals MUST address a domain of responsibility not in your primary area of professional responsibility. Align the goals according to district and state priorities.

Goal 6: _____

_____ C&I Services _____ Business Services _____ Personnel Services (Check One)

<u>Strategies:</u>	Alignment	Target Date

Evidences of Completion:

Monitoring System:

	Employee's Signature	Date	Supervisor's Signature	Date
1 st Conf. _____	_____	_____	_____	_____
2 nd Conf. _____	_____	_____	_____	_____
Additional _____	_____	_____	_____	_____

Appendix C
Central Services Evaluation Executive Summary

Central Services Evaluation System Employee's Executive Summary

Name _____

Job Title _____

Summary for Goal One:

Summary for Goal Two:

Summary for Goal Three:

Summary for Goal Four:

Summary for Goal Five:

Summary for Goal Six:

Central Services Employee

Date

Evaluator

Date

Appendix D
Evaluator's Review of Goal Accomplishment

Evaluator's Review of Goal Accomplishment

Central Services Employee _____

Area of Primary Responsibility _____

Length of Cycle _____ years.

In this space, the evaluator should comment on the degree and quality of the central services employee's accomplishment of his/her Individual Growth Goals for the evaluation cycle. **Both the central services employee and the evaluator should sign and date the document.**

Central Services Employee

Date

Evaluator

Date