

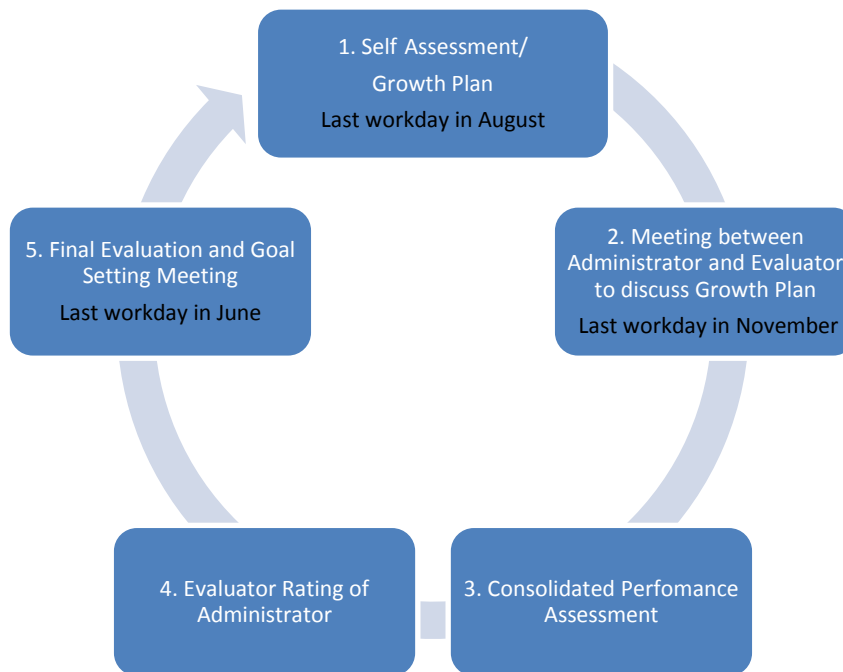
## Purposes of the Evaluation

The supervisor staff evaluation process will:

Serve as a guide for supervising staff members as they reflect upon and improve their effectiveness as leaders;

Focus the goals and objectives of the district as they support, monitor, and evaluate staff;

Guide professional development for the staff members.



### Step 1: Self-Assessment

Each school year, the evaluator will inform the supervisor that an evaluation of his or her performance will be conducted. In preparation for the first discussion related to the evaluation, the supervisor will assess his or her own performance using the Rubric for Evaluating Rowan-Salisbury School System Supervisor Staff. This self-assessment will serve as the basis for setting preliminary goals for the upcoming year.

### Step 2: Meeting Between Supervisor and Evaluator

At this meeting, the evaluator will provide the supervisor a complete set of materials guiding the evaluation process and an explanation of the process, the timeline, and the rubric used to determine the supervisor's level of performance. The supervisor is highly encouraged to share with the evaluator the results of the self-assessment and his or her plans for each area that need to be addressed during the year. Such areas may include items that need improvement as well as areas of strength that should be expanded and enhanced.

### Step 3: Consolidated Performance Assessment

The supervisor will collect, analyze, and synthesize the artifacts necessary to complete a comprehensive picture of performance throughout the year. This summary of the evidence and documentation needed to judge performance should be provided to the evaluator well in advance of the performance discussion at which final performance levels will be discussed.

### Step 4: Evaluator Rating of Supervisor Staff Member

The evaluator will independently rate supervisor performance using the Rubric for Evaluating Rowan-Salisbury School System Employees. They will then meet to discuss the individual ratings and possibly review any artifacts that have been collected overtime.

### Step 5: Final Evaluation and Goal-Setting Meeting

The supervisor and the evaluator will discuss the supervisor's progress toward achieving goals established for the year and the level of performance on standards as documented in steps 1 and 4. This discussion will include the self-assessment, consolidated assessment, and the evaluator's summary evaluation of the evaluator, which have been prepared in advance of the meeting.

#### Supervisor's Responsibilities

- Understand the Rowan-Salisbury School System's Evaluation Process.
- Prepare for Step 2, the meeting with the evaluator. This preparation will include completing a self-assessment, reviewing performance goals and determining which goals have been met and which are short of completion, and identifying change initiatives underway in their department.
- Gather data, documents, and artifacts to support performance in relation to the standards and progress toward attaining goals.
- Develop and implement strategies to improve personal performance or attain goals in areas individually or collaboratively identified.
- Finalize goals and end-of-year evaluation with evaluator.

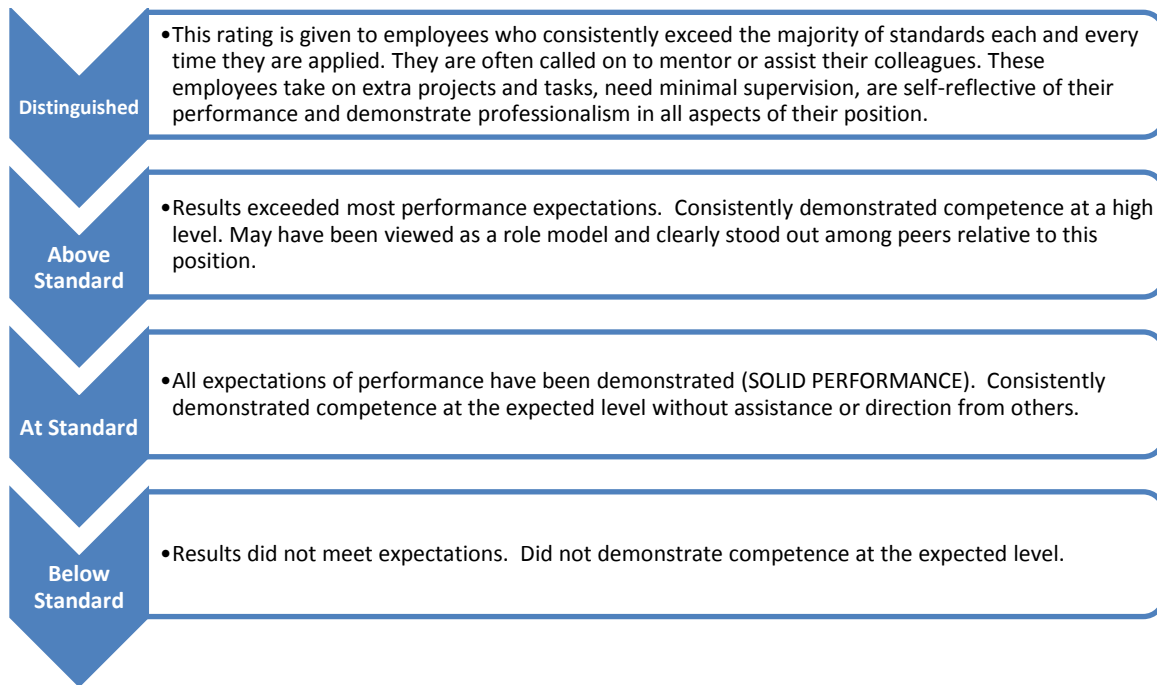
#### Evaluator's Responsibilities

- Understands and implements the Rowan-Salisbury School System's Evaluation Process.
- Ensure that all steps of the evaluation process are conducted as described in this document.
- Identify the administrator's strengths and areas for improvement and make recommendations for improving performance.
- Ensure the contents of the Summary Evaluation Worksheet contains accurate information and accurately reflects the classified administrator's performance.
- Participate in the evaluation discussions and guide the classified administrator in establishing goals for the subsequent year.

## Rubric for Evaluating Rowan-Salisbury School System Staff

The rubric should be used in conjunction with the standards descriptions. The rubric will be used to record evaluator ratings of the supervisor staff member and his or her self-assessment, and to document end-of-year ratings based on all evaluation activities. A form for summarizing the supervisor's ratings also accompanies the rubric. Together, these materials form the core of the Rowan-Salisbury School System Staff Evaluation Process.

The supervisor staff member's performance will be noted as follows:



The rubric should be completed by supervisors as a self-assessment of their performance during the year. Evaluators will use the rubric to complete their assessment of the supervisors' performance for the same time period. Likewise, the supervisor and the evaluator will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the supervisor.

Name \_\_\_\_\_ Position \_\_\_\_\_

Evaluation Period (from/to) \_\_\_\_\_ Site \_\_\_\_\_

Evaluator \_\_\_\_\_

<b>Performance Factors</b> ~Comment is required on all factors "Not Observed"	Distinguished	Above Standard	At Standard	Below Standard	Not Observed
<b>1. Communication Skills~</b> <ul style="list-style-type: none"> <li>•Deals effectively with conflict</li> <li>•Responsive to requests in a timely manner</li> <li>•Communicates in an open, candid, consistent manner</li> <li>•Effectively presents ideas and issues</li> <li>•Records and documents pertinent information, when necessary</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>  					
<b>2. Team Building and Teamwork~</b> <ul style="list-style-type: none"> <li>•Works cooperatively with others</li> <li>•Keeps others informed of necessary and factual information</li> <li>•Promotes teamwork across departments</li> <li>•Exercises patience and self-control under pressure</li> <li>•Promotes a positive work environment</li> <li>•Leads by example</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>  					
<b>3. Leadership~</b> <ul style="list-style-type: none"> <li>•Establishes and leads an effective team</li> <li>•Ensures compliance with relevant workplace and employment policies</li> <li>•Leads staff in maintaining a climate of excellence, accountability, and respect</li> <li>•Delegates responsibility effectively and provides prompt communication to staff during the year</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>  					

<b>Performance Factors</b> ~Comment is required on all factors "Not Observed"	Distinguished	Above Standard	At Standard	Below Standard	Not Observed
<b>4. Financial Management~</b> <ul style="list-style-type: none"> <li>•Makes the best possible use of available funds, conscious of the need to operate the school system efficiently and effectively</li> <li>•Possesses awareness of the importance of financial planning and accounting controls</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>5. Professional Skills~</b> <ul style="list-style-type: none"> <li>•Demonstrates a capacity for innovation and creativity</li> <li>•Anticipates problems and develops effective approaches for solving them</li> <li>•Maintains and utilizes a working knowledge of significant developments and trends in the field</li> <li>•Demonstrates quality of analysis and judgment related to progress and opportunities, and needs for change</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>6. Inclusiveness~</b> <ul style="list-style-type: none"> <li>•Is enthusiastic, cooperative and willing to adapt</li> <li>•Is a "self-starter", and possesses the necessary mental and physical stamina</li> <li>•Invests sufficient effort toward being diligent and thorough</li> <li>•Meets or exceeds system goals in quantity and quality</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>7. Service Focus~</b> <ul style="list-style-type: none"> <li>• Understands the importance of quality service</li> <li>• Delivers quality service</li> <li>• Strives to improve the quality of service</li> <li>• Anticipates and addresses requests</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					

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Employee Name (Please print)

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Site

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Signature

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Date

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Evaluator Name (Please print)

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Site

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Signature

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Date

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Employee Comments:

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Evaluator Comments:









What evidence will be provided of goal attainment? (may include, but not limited to, the following artifacts: district goals, assessments, course completion, written reflections, publications, etc.)

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①

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②

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③

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④

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⑤

Mid-year Professional Growth Plan Review

Date: \_\_\_\_\_

End-of-year Professional Growth Plan

Date: \_\_\_\_\_

Evaluator's Comments:

Employee's Comments:

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_