

Puyallup School District – Central Management Team Evaluation

Employee Name: _____ Employee ID #: _____

Employee Job Title: _____ Evaluation Year: _____

Evaluator Name: _____

The Central Management Team Evaluation is comprised of five evaluation components:

1. Engaging in the Goal Setting Process (Use Approved Template)
2. Leadership: Creating Culture of Clear & Collaborative Relationships
3. Budget Understanding, Management & Oversight
4. Employee Supervision & Support
5. Engagement & Communication with Stakeholders

Directions:

Employees should submit the completed **Goal Setting Template** to their evaluator prior to completing the evaluation. Employees should engage in the Goal Setting Process early in the year.

Rubrics with Levels of Performance (Unsatisfactory, Basic, Proficient and Distinguished) are included for each of the five evaluation components.

Evaluators will check the appropriate box in each of the Evaluation Components that corresponds with the employee's performance for this evaluation period.

An **overall rating** for each component should then be marked.

For employees with overall ratings of **Unsatisfactory** or **Basic**, some additional comments must be included for the corresponding component(s).

On the **summary page**, include all five summary marks and then determine an **Overall Evaluation Score**.

The evaluator may also provide some **summary comments**.

The evaluation will need to be signed and dated by the employee and the evaluator.

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CMT Scoring Rubric: Goal Setting Process

Engaging in the Goal Setting Process			
Unsatisfactory	Basic	Proficient	Distinguished
<input type="checkbox"/> Did not engage in the goal-setting process. Did not establish goals.	<input type="checkbox"/> Minimally engaged in the goal-setting process. Established a goal with limited impact.	<input type="checkbox"/> Fully engaged in the goal-setting process. Established meaningful and impactful goals.	<input type="checkbox"/> Fully engaged in the goal-setting process and assisted/mentored others. Established several meaningful and impactful goals.
<input type="checkbox"/> Did not identify or articulate any professional goals.	<input type="checkbox"/> Identified and/or articulated elements of professional goals but lacked clarity and action steps.	<input type="checkbox"/> Identified and/or articulated clear professional goals which included defined action steps and necessary resources.	<input type="checkbox"/> Thoroughly identified and/or articulated clear professional goals which included extensive action steps and necessary resources.
<input type="checkbox"/> Identified goal(s) were unrelated to current job assignment.	<input type="checkbox"/> Identified goal(s) were somewhat relevant to current job assignment and targeted some aspects of work responsibilities.	<input type="checkbox"/> Identified goal(s) were relevant to current job assignment and targeted meaningful aspects of work responsibilities.	<input type="checkbox"/> Identified goal(s) were relevant to current job assignment and targeted meaningful aspects of work responsibilities and directly connected to District initiatives.
<input type="checkbox"/> Outcomes from goal(s) were not measurable or impactful.	<input type="checkbox"/> Outcomes from goal(s) were not measurable and minimally impactful.	<input type="checkbox"/> Outcomes from goal(s) and related action steps were measurable and impactful.	<input type="checkbox"/> Outcomes from goal(s) and related action steps were measurable and extremely impactful.
<input type="checkbox"/> Did not engage in conversations with supervisor regarding goals and progress.	<input type="checkbox"/> Engaged minimally in conversations with supervisor regarding goals and progress.	<input type="checkbox"/> Engaged fully in conversations with supervisor regarding goals and progress.	<input type="checkbox"/> Engaged fully in conversations with supervisor regarding goals & provided detailed explanation of progress.

Overall Rating: Engaging in the Goal Setting Process

- Unsatisfactory**
 Basic
 Proficient
 Distinguished

Goal Setting Process Comments:

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CMT Scoring Rubric: Leadership

Leadership: Creating Culture of Clear & Collaborative Relationships			
Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Fails to foster trust amongst colleagues and disregards and ignores new ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes pockets of trust, respect, and collaboration in the district and develops the opportunity for central office and school-based staff to comment or contribute to one another's programs or schools 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes professional and trusting relationships that are marked by genuine collaboration amongst staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and models professional and trusting relationships that are marked by genuine collaboration amongst staff.
<ul style="list-style-type: none"> <input type="checkbox"/> Neglects to develop norms, structures, and processes that foster a team concept. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops norms, structures, and processes that foster a team concept in some settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters norms, structures, and processes that result in competence, reliability, integrity, openness, and caring among staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters and models norms, structures, and processes that result in a high degree of competence, reliability, integrity, openness, and caring among staff.
<ul style="list-style-type: none"> <input type="checkbox"/> Fosters a climate of competition with unhealthy interactions among staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with staff members in a congenial manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and models strategies with staff that fosters professional and civil interactions with staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and models risk-taking and courage in challenging the thinking of staff in a professional and civil manner to advance the work of the district.

Overall Rating: Leadership: Creating Culture of Clear & Collaborative Relationships

- Unsatisfactory**

 Basic

 Proficient

 Distinguished

Leadership Comments:

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CMT Scoring Rubric: Budget Understanding, Management & Oversight

Budget Understanding, Management & Oversight			
Unsatisfactory	Basic	Proficient	Distinguished
<p><input type="checkbox"/> Does not properly manage budget, demonstrated poor budget planning and adherence. Does not make decisions within established budget parameters.</p>	<p><input type="checkbox"/> Budget provides categorical dollars per guidelines to target academic improvement in qualified buildings. Inconsistent management of budget but demonstrated some budget planning elements. Occasionally does not make decisions within established budget parameters.</p>	<p><input type="checkbox"/> Budget was properly managed and demonstrated adequate planning. Regularly adheres to established budget parameters.</p>	<p><input type="checkbox"/> Is proficient and provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system. Consistently adheres to established budget parameters. Planning and processes include key considerations of budgetary impacts.</p>
<p><input type="checkbox"/> Does not make fiscal decisions to maximize resources. Decisions are inconsistent with available financial resources.</p>	<p><input type="checkbox"/> Lacks clear coordination with others while seeking to acquire additional resources and/or fails to understand limitations of financial resources.</p>	<p><input type="checkbox"/> Consistently considers and coordinates acquisition and/or understanding of additional resources with all district improvement efforts.</p>	<p><input type="checkbox"/> Is distinguished in management and/or understanding of financial resources and is called upon to share those successful processes with others.</p>
<p><input type="checkbox"/> Does not make fiscal decisions that maximize resources in support of district initiatives and priorities. Financial decisions are not made in alignment with District resources and initiatives.</p>	<p><input type="checkbox"/> Fiscal decisions occasional support some aspects of district initiatives and priorities. Financial decisions are occasionally not in alignment with District resources and initiatives.</p>	<p><input type="checkbox"/> Fiscal decisions maximize resources and directly support district initiatives and priorities.</p>	<p><input type="checkbox"/> Fiscal decisions maximize resources and include creative approaches that may save time and money, while also supporting district initiatives and priorities.</p>

Overall Rating: Budget Understanding, Management & Oversight

- Unsatisfactory**

 Basic

 Proficient

 Distinguished

<p>Budget Understanding, Management & Oversight Comments:</p>
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CMT Scoring Rubric: Employee Supervision & Support

Employee Supervision & Support			
Unsatisfactory	Basic	Proficient	Distinguished
<p><input type="checkbox"/> Did not complete staff evaluations and did not meet evaluations timelines. Failed to support staff appropriately.</p>	<p><input type="checkbox"/> Completed some staff evaluations on time. Provided limited supports to limited employees.</p>	<p><input type="checkbox"/> All staff evaluations were completed on time and appropriately. Consistently provided appropriate support to employees, fostering a collaborative team.</p>	<p><input type="checkbox"/> Mentored and coached others on the evaluation process and timelines. All staff evaluations were completed on time and appropriately. Provided impactful, proactive supports to employees on a frequent basis, resulting in shared understandings and greater collaboration.</p>
<p><input type="checkbox"/> Did not supports staff professional growth using appropriate plans and/or evaluation process.</p>	<p><input type="checkbox"/> Somewhat supports staff professional growth using appropriate plans and/or evaluation process.</p>	<p><input type="checkbox"/> Supports staff professional growth using appropriate plans and/or evaluation process.</p>	<p><input type="checkbox"/> Consistently supports staff professional growth using appropriate plans and/or evaluation process.</p>
<p><input type="checkbox"/> Did not make an effort to ensure quality personnel is in each position.</p>	<p><input type="checkbox"/> Possess some skills and knowledge required to recruit, hire, and retain highly qualified individuals.</p>	<p><input type="checkbox"/> Attempts to diversify, recruit, and hire for open positions.</p>	<p><input type="checkbox"/> Efforts produce a positive work environment that diversifies, recruits, and retains outstanding talent that represents the districts demographics</p>
<p><input type="checkbox"/> Did not manage employee concerns appropriately or respectfully.</p>	<p><input type="checkbox"/> Somewhat addresses performance and discipline issues when required.</p>	<p><input type="checkbox"/> Addresses performance and discipline issues when required. Follows through with appropriate plans for improvement, probation, & termination when necessary.</p>	<p><input type="checkbox"/> Proactively anticipates performance and discipline issues. Follows through with appropriate plans for improvement, probation, & termination when necessary.</p>

Overall Rating: Employee Supervision & Support

Unsatisfactory

Basic

Proficient

Distinguished

Employee Supervision & Support Comments:

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CMT Scoring Rubric: Engagement & Communication with Stakeholders

Engagement & Communication with Stakeholders			
“Stakeholders” may include various employee groups, labor unions, parents, students, community members, businesses, charitable organizations, government agencies, etc.			
Unsatisfactory	Basic	Proficient	Distinguished
<input type="checkbox"/> Does not engage with any stakeholders or minimally engages with only a few stakeholders.	<input type="checkbox"/> Engages with some groups of stakeholders.	<input type="checkbox"/> Fully engages with all applicable stakeholder groups. Open to feedback.	<input type="checkbox"/> Employs successful models to engage stakeholders fully. May include invitations to open forums, stakeholder surveys, or other avenues to attain stakeholder feedback.
<input type="checkbox"/> Not visible to stakeholders or perceived as disengaged.	<input type="checkbox"/> Limited visibility with stakeholder groups. Engagement is minimal.	<input type="checkbox"/> Visible to stakeholder groups.	<input type="checkbox"/> Visible to stakeholder groups in a variety of settings. Intentional about establishing a visible presence at a variety of events to engage stakeholders.
<input type="checkbox"/> Communication with stakeholders is sparse.	<input type="checkbox"/> Communication with stakeholders is regular, but mainly informational rather than two-way.	<input type="checkbox"/> Communication with stakeholders is interactive and consistent. Uses multiple methods and media to communicate.	<input type="checkbox"/> Communication is frequent, interactive, and proactively developed. Includes a variety of communication methods and media.

Overall Rating: Engagement & Communication with Stakeholders

- Unsatisfactory**

 Basic

 Proficient

 Distinguished

Engaging & Communicating with Stakeholders Comments:

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CMT Evaluation Summary Scores

Evaluation Category	Unsatisfactory	Basic	Proficient	Distinguished
Goal Setting Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership: Creating Culture & Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget Understanding, Management, & Oversight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee Supervision & Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement & Communication with Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Comments:

Employee has completed a minimum of 24 hours of professional learning for this school year, which has been agreed upon and discussed annually with the employee and their supervisor. **Yes** **No**

Employee Name: _____ **Evaluator Name:** _____

Employee Signature: **Date:** **Evaluator Signature** **Date**

Employee ID #: _____ Employee Statement Attached **Original: HR Personnel File**
Copy: Employee, Evaluator