

HERTFORD COUNTY PUBLIC SCHOOLS

Performance Evaluation Form (One to Four Years) Mid-term Performance Evaluation Must Occur (Two Years Maximum)

Instructions:

Effective evaluation of job performance is an on-going process. Each supervisor provides a summary of progress toward meeting job expectations and goals. This form is to be used for evaluations, and at other times during the year when formal feedback is needed.

Part I - Job Success Factors

These include key responsibilities and basic competencies. Rate each factor based on performance during the period identified above. The factors include key responsibilities specific to this position (Part 1-A) and competencies common to the district supervisor/manager job standards (Part 1-B).

Part II - Goals from Last Evaluation Period

Rate the progress made on each of the goals established at the beginning of the period. Also include any new goals established during the evaluation period and note any modifications to the original goals.

Part III - Goals for the Coming Evaluation Period

Enter the performance goals for the next period to be evaluated. Individual goals and objectives should align with those of the school district.

Rating Scale

(E) Exceptional

Performance far exceeded expectations due to exceptionally high quality of work performed in all *essential* areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project or 2) made an exceptional or unique contribution in support of district objectives. This rating is achievable by any employee though given infrequently.

(EE) Exceeds Expectations

Performance consistently exceeded expectations in all *essential* areas of responsibility and the quality of work overall was excellent. District goals were met.

(ME) Meets Expectations

Performance consistently met expectations in all *essential* areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical district goals were met.

(I) Improvement Needed

Performance did not *consistently* meet expectations - performance failed to meet expectations in one or more *essential* areas of responsibility and/or one or more of the most critical goals were not met. An action plan to improve performance must be outlined including timelines and monitored to measure progress.

(U) Unsatisfactory

Performance was consistently below expectations in most essential areas of responsibility and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. An action plan to correct performance, including timelines, must be outlined and monitored to measure progress.

*The inclusion of goals is typically a consideration in assessing the overall rating.

PERFORMANCE EVALUATION

Employee: _____

Job Title: _____

Part I. Job Success Factors - Essential Job Functions

A.

Evaluator: _____

Date: _____

Evaluatee: _____

Date: _____

Evaluation Cycle: _____

Performance Evaluation

B. Core Competencies	Rating (Please Check)					Comments
	E	EE	ME	I	U	
1. Inclusiveness Shows respect for people and their differences; promotes fairness and equity; engages the talents, experiences and capabilities of others; fosters a sense of belonging; works to understand the perspectives of others; and creates opportunities for access and success.						
2. Managing People Coaches, evaluates, develops, inspires people; sets expectations, recognizes achievements, manages conflict, aligns performance goals with district goals, provides feedback, group leadership; delegates.						
3. Problem Solving/Decision Making Problem solving - identifies problems, involves others in seeking solutions, conducts appropriate analyses, searches for best solutions; responds quickly to new challenges. Decision making - makes clear, consistent, transparent decisions; acts with integrity in all decision making; distinguishes relevant from irrelevant information and makes timely decisions.						
4. Strategic Planning and Organizing Understands big picture and aligns priorities with broader goals, measures outcomes, uses feedback to redirect as needed, evaluates alternatives, solutions orientated, seeks alternatives and broad input; can see connections within complex issues.						
5. Communication Connects with peers, subordinates and customers, actively listens, clearly and effectively shares information, demonstrates effective oral and written communication skills, negotiates effectively.						
6. Continuous Improvement Strives for efficient, effective, high quality performance in self and the unit; delivers timely and accurate results; resilient when responding to situations that are not going well; takes initiative to make improvements.						
7. Leadership Motivates others; accepts responsibility; demonstrates high level of political acumen; develops trust and credibility; expects honest and ethical behavior of self and others.						
8. Teamwork Encourages cooperation and collaboration; builds effective teams; works in partnership with others; is flexible.						
9. Service Focus Values the importance of delivering high quality, innovative service to internal and external clients; understands the needs of the client; customer service focus.						
10. District Specific Competency (Optional)						

Part II. Last Period's Goals

Rate the progress made on each of the goals established at the beginning of the period and any new goals. Note any modifications to the original goals.

Goal	Rating (Please Check)					Comments
	E	EE	ME	I	U	
1.						
2.						
3.						

Goal	E	EE	ME	I	U	Comments
OVERALL RATING (Based on Parts I and II) Relative weights of job success factors and performance goals are determined by the supervisor. High priority items may be highlighted.						

Part III. Next Period's Goals

Enter the performance goals for the next period to be evaluated. Individual goals and objectives should align with those of the department and the campus.

1. Measure of success:
2. Measure of success:
3. Measure of success:

Progress toward meeting these goals will be reviewed at the time of the next evaluation.

Signatures:

Evaluatee: _____

My signature indicates that I have received a copy of this evaluation.

_____ I would like to include comments from my self-assessment.

Supervisor Name: _____

Signature: _____

Superintendent Name: _____

Signature: _____

Date: _____

Date: _____

Date: _____

The employee being evaluated is to receive a copy of the completed evaluation form and one copy shall be placed in the personnel file.