

PSD Evaluation

Central Management Team Administrator Evaluation

Employee information:

Employee #

Employee Name

Employee Job Title

Evaluator information:

Evaluator Name

Evaluation information:

School Year

Location

Evaluation 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.

Additional Information:

- The general evaluative criteria are not equally weighted, overall ratings may be negatively impacted by performance that is below criteria in a single area if key aspects of work for the particular position are adversely affected.

Criterion 1: Engaging in the Goal Setting Process

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Goal-Setting Participation	Did not participate in the goal-setting process. No goal(s) established. <input type="checkbox"/>	Participated minimally in the goal-setting process. Established a goal with limited relevance or impact. <input type="checkbox"/>	Actively participated in the goal-setting process. Developed meaningful, impactful goal(s) aligned with work responsibilities. <input type="checkbox"/>	Established multiple high-impact goals and supported or mentored others in their goal development. <input type="checkbox"/>
1.2: Clarity of Goal Articulation	Failed to identify or articulate any professional goals. <input type="checkbox"/>	Identified basic elements of professional goals but lacked specificity or defined pathways. <input type="checkbox"/>	Clearly articulated professional goals with actionable steps and appropriate resource identification. <input type="checkbox"/>	Thoroughly developed professional goals with well-defined, strategic action and comprehensive resource planning. <input type="checkbox"/>
1.3: Relevance to Role and Responsibilities	Goals lacked alignment with current role or district expectations. <input type="checkbox"/>	Goals were marginally aligned to role and targeted only peripheral aspects of job responsibilities. <input type="checkbox"/>	Goals were directly aligned with the role and addressed essential aspects of district-level responsibilities. <input type="checkbox"/>	Goals demonstrated strong alignment with the role and district priorities, and strategically advanced targeted initiatives and system-wide improvements. <input type="checkbox"/>
1.4: Goal Outcomes	Goals lacked measurable outcomes or evidence of impact. <input type="checkbox"/>	Goals produced outcomes that were difficult to measure and had minimal impact. <input type="checkbox"/>	Goal outcomes were measurable and demonstrated clear, positive impact. <input type="checkbox"/>	Goal outcomes were measurable, strategic, and yielded substantial, sustained impact across relevant systems. <input type="checkbox"/>
1.5: Collaboration & Reflection	Did not engage in dialogue with supervisor about goal or progress. <input type="checkbox"/>	Interacted with supervisor infrequently and with limited reflection on goal progress. <input type="checkbox"/>	Maintained regular, reflective dialogue with supervisor regarding goal progress and adjustments. <input type="checkbox"/>	Engaged in frequent, in-depth collaboration with supervisor; provided comprehensive updates and demonstrated thoughtful reflection on outcomes and next steps. <input type="checkbox"/>
Criterion 1: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Criterion 2: Leadership: Creating Culture of Clear & Collaborative Relationships

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Trust & Collaboration	<p>Fails to build trust or cultivate collaboration; dismisses or disregards alternative perspectives and new ideas.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Establishes limited areas or pockets of trust and collaboration. Creates occasional opportunities for input across departments, programs and/or school sites.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently fosters professional and trusting relationships across departments, programs, and/or schools. Promotes genuine collaboration among staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Models and sustains authentic, trust-based relationships that exemplify effective collaboration. Actively nurtures a culture of shared ownership and cross-functional partnerships through the district.</p> <p style="text-align: center;"><input type="checkbox"/></p>
2.2: Structures that Support Team Culture	<p>Does not implement structures or norms that encourage teamwork or shared purpose.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Establishes some norms and structures that promote team collaboration in isolated settings.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Facilitates structures, routines, and expectations that support teamwork, accountability, and shared leadership through openness and integrity.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Intentionally models and reinforces systems that promote high levels of collaboration, trust, and collective efficacy. Aligns processes with district vision to ensure inclusive participation.</p> <p style="text-align: center;"><input type="checkbox"/></p>
2.3: Relational Climate & Interactions	<p>Contributes to or tolerates a culture marked by competition, exclusion, or unhealthy staff interactions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Maintains polite and cordial relationships with staff but does not take initiative to foster deeper engagement or professional connections.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates and promotes respectful, civil, and solution-oriented interactions across staff. Creates a supportive environment for reflective dialogue and continuous improvement.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Models courageous and respectful leadership by encouraging constructive dialogue, respectful dissent, and collective problem-solving that advances district initiatives. Fosters a safe, inclusive climate rooted in mutual growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Criterion 2: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Criterion 3: Budget Understanding, Management & Oversight

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Budget Compliance & Staffing Alignment	Regularly exceeds allocated budgets and/or disregards staffing parameters, resulting in noncompliance of fiscal instability. <input type="checkbox"/>	Occasionally surpasses budget limits or needs reminders to align with staffing and financial expectations. <input type="checkbox"/>	Reliably operates within assigned budgetary and staffing allocations. Demonstrates sound fiscal judgement. <input type="checkbox"/>	Proactively anticipates budgetary and staffing challenges. Implements strategic and innovative solutions to optimize resources while ensuring alignment with district goals. <input type="checkbox"/>
3.2: Fiscal Knowledge & Communication	Demonstrates limited or no understanding of the district's financial priorities. Does not contribute to or support budget-related messaging. <input type="checkbox"/>	Possess partial knowledge of budget process and priorities. Fiscal communication is inconsistent or superficial. <input type="checkbox"/>	Demonstrates strong understanding of district financial priorities. Actively supports and reinforces district-wide budget messaging. <input type="checkbox"/>	Deeply understands district financial strategy. Leads or contributes to cross-functional budget planning and regularly communicates complex financial priorities with clarity and purpose. <input type="checkbox"/>
3.3: Coordination of Fiscal Efforts	Lacks coordination with others in financial decision-making, management and/or compliance. <input type="checkbox"/>	Demonstrates limited awareness of resource availability or constraints and minimal coordination with others. <input type="checkbox"/>	Financial decisions are well coordinated and consistently aligned with strategic priorities <input type="checkbox"/>	Through collaborative and coordinated efforts, financial decisions are innovative, cost-efficient, and consistently aligned with long-term priorities. <input type="checkbox"/>
3.4: Resource Management and Alignment	Does not demonstrate understanding of available resources or constraints. <input type="checkbox"/>	Financial decisions sometimes supports priorities but are not always well-aligned. <input type="checkbox"/>	Resources are prioritized and expended to support key organizational objectives. <input type="checkbox"/>	Applies a strategic, integrated approach to maximize financial resources and support organization-wide goals. <input type="checkbox"/>
3.5: Overtime & Extra Time Oversight	Fails to monitor overtime and extra time usage, contributing to inefficiencies and budget overages. <input type="checkbox"/>	Inconsistently monitors overtime or extra time, resulting in misaligned expenditures. <input type="checkbox"/>	Consistently monitors and justifies overtime and extra time in alignment with budgetary expectations. <input type="checkbox"/>	Establishes and sustains effective systems for overtime oversight. Champions cost-saving initiatives and process improvements that maintain quality while reducing expenditures. <input type="checkbox"/>
Criterion 3: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Criterion 4: Employee Supervision & Support

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Evaluation Timelines & Completion	Staff evaluations are incomplete and timelines are consistently missed. <input type="checkbox"/>	Most evaluations are completed, though some may be late or lack completeness. <input type="checkbox"/>	All staff evaluations are completed on time and meet expectations for quality and thoroughness. <input type="checkbox"/>	Leads by example & mentors others on effective evaluation practices & timelines. Ensures all evaluations are timely & exemplary. <input type="checkbox"/>
4.2: Feedback & Support	Provides little to no feedback to employees. Support is absent or ineffective. <input type="checkbox"/>	Offers limited feedback to a few employees. Feedback may lack timeliness, clarity, or relevance. <input type="checkbox"/>	Delivers ongoing meaningful, and timely feedback aligned to team and departmental priorities. Promotes growth-oriented culture. <input type="checkbox"/>	Proactively offers high-quality, tailored feedback that strengthens individual and team performance. Feedback is specific, actionable, and aligned with district goals. <input type="checkbox"/>
4.3: Professional Growth Planning	Does not implement individualized growth plans or evaluation processes for underperforming employees. Lacks documentation or awareness of staff development needs. <input type="checkbox"/>	Occasionally engages in staff development and training for underperforming employees, but plans and evaluation processes are inconsistently applied or loosely aligned to goals. <input type="checkbox"/>	Consistently implements structured plans and uses evaluation processes to support staff growth of underperforming employees. Most staff have clear and actionable pathways. <input type="checkbox"/>	Uses data-driven insights to co-design personalized growth plans for underperforming employees. Builds leadership capacity by mentoring staff and aligning development to strategic objectives. <input type="checkbox"/>
4.4: Recruitment and Retention	Makes no effort to hire and retain high-quality personnel in assigned roles. <input type="checkbox"/>	Demonstrates emerging skills in hiring and retaining qualified candidates. Efforts are inconsistent. <input type="checkbox"/>	Actively recruits and/or hires qualified staff. Strives to create a positive, effective, and inclusive work culture. <input type="checkbox"/>	Actively supports efforts to build and sustain a workforce that reflects the district's demographic and excellence standards. <input type="checkbox"/>
4.5: Performance & Conduct Management	Fails to address performance or conduct concerns appropriately or respectfully. <input type="checkbox"/>	Addresses performance and/or conduct concerns sporadically and with inconsistent professionalism. <input type="checkbox"/>	Responds professionally to employee performance and conduct issues. Follows district protocols for improvement plans, probation, or separation when necessary. <input type="checkbox"/>	Anticipates and addresses conduct or performance concerns proactively. Partners with Human Resources to ensure timely, strategic, and fair actions that reinforce excellence and staff well-being. <input type="checkbox"/>
Criterion 4: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Criterion 5: Engagement & Communication with Stakeholders

"Stakeholders" may include various employee groups, labor unions, parents, students, community members, businesses, charitable organizations, government agencies, etc.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
5.1: Stakeholder Engagement	Rarely initiates communication or engagement with applicable stakeholder groups. Involvement is absent or limited to isolated instances. <input type="checkbox"/>	Inconsistently engages relevant stakeholder groups. Interactions are occasional and lack follow-through. <input type="checkbox"/>	Consistently engages all relevant stakeholder groups in meaningful dialogue. Seeks and is responsive to stakeholder input. <input type="checkbox"/>	Strategically cultivates robust, sustained relationships across relevant stakeholder groups using best practices. Actively solicits input through diverse mechanisms such as public forums, surveys, and/or collaborative initiatives. <input type="checkbox"/>
5.2: Visibility and Presence	Demonstrates little to no visibility in stakeholder settings. Perceived as disengaged or inaccessible. <input type="checkbox"/>	Demonstrates limited visibility among relevant stakeholders. Presence lacks consistency or intentionality. <input type="checkbox"/>	Maintains active and professional presence across stakeholder groups. Recognized as a consistent point of contact. <input type="checkbox"/>	Demonstrates intentional and highly visible engagement across a variety of stakeholder settings. Establishes approachability and trust through frequent attendance at community, school, and district-wide events. <input type="checkbox"/>
5.3: Communication Practices	Communication is infrequent, unclear, or one-directional. Fails to keep stakeholders informed. <input type="checkbox"/>	Communicates routinely but primarily shares one-way information. Opportunities for dialogue are limited. <input type="checkbox"/>	Maintains consistent, two-way communication with applicable stakeholders. Uses a variety of platforms to ensure accessibility and transparency. <input type="checkbox"/>	Demonstrates exemplary communication practices that are proactive, inclusive, and responsive. Employs a diverse set of tools and methods to foster sustained, two-way engagement. Messaging reflects clarity, equity, and shared purpose. <input type="checkbox"/>
Criterion 5: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Engaging in the Goal Setting Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Leadership: Creating Culture of Clear & Collaborative Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Budget Understanding, Management & Oversight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: Employee Supervision & Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Engagement & Communication with Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation Score	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

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.

This evaluation has been reviewed with employee.

Date reviewed with employee

mm/dd/yyyy

Signatures:

Evaluator Signature

Employee Signature

Not signed yet