

CEDAR FALLS COMMUNITY SCHOOL DISTRICT PERFORMANCE EVALUATION

Supervisor/Manager/Coordinator/Other Certified & Non-Instructional Professional Staff

Employee:

Position:

Department:

Evaluator:

Appraisal Cycle from

(MM/DD/YEAR) **to**

(MM/DD/YEAR)

Instructions:

1. The employee and evaluator should discuss and prioritize the main goals, projects, tasks, etc., which will be accomplished during the next appraisal period. These may either be set for the whole year and then prioritized and documented according to period 1 and period 2, or goals and projects may be set just for period 1 and the process repeated around mid-year for period 2.
2. The goals should be based on the main accountabilities, i.e., functional responsibilities of the position. These responsibilities should be as reflected in the job description.
3. Goals should be concise, written statements with the following "SMART" characteristics: **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime bound, i.e., a target date for completion.
4. At the end of each performance period, or at the end of the year, discussion of the accomplishments should occur and brief comments documented in the appraisal by the evaluator.
5. Using the rating scale, the evaluator should assess the employee based on the individual performance factors provided. A rating should be selected and comments provided to support the rating; concrete, descriptive examples should be provided to illustrate the point being made. The rating will be based on data gathered through various sources including but not limited to direct observation by the evaluator. The ratings should be discussed, and factors or certain aspects of a given factor, identified as areas of strength as well as areas for growth/development during the next appraisal cycle. If the factor is not applicable to the employee's position, enter "NA" in the rating field.

Rating Scale:

- *Meets Expectations* – Over the span of the appraisal period, performance typically met expectations.
- *Needs Improvement* – Over the span of the appraisal period, performance fluctuated, often falling below expectations.
- *Unacceptable* - Over the span of the appraisal period, performance consistently fell below expectations; continued employment is "at risk."
- *Not Applicable* – A factor which was not expected during the appraisal period, or is not an expectation for the position.

SECTION I: KEY ACCOUNTABILITIES

Identify the key accountabilities for the job based on the job description and areas of responsibility. Develop specific goals for the department, and/or the individual along with projected target dates and anticipated results where possible.

Key Accountability 1:

Period 1: July 1 through December 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Period 2: January 1 through June 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Key Accountability 2:

Period 1: July 1 through December 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Period 2: January 1 through June 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Key Accountability 3:

Period 1: July 1 through December 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Period 2: January 1 through June 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Key Accountability 4:

Period 1: July 1 through December 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Period 2: January 1 through June 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Key Accountability 5:

Period 1: July 1 through December 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Period 2: January 1 through June 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Key Accountability 6:

Period 1: July 1 through December 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

Period 2: January 1 through June 30

Goal (What's to be accomplished—specific, measurable, achievable, relevant, target date for completion):

Actual result(s) and comments:

SECTION II:

LEADERSHIP

1. Inspires Commitment

Encourages and empowers others to achieve, creates enthusiasm, a feeling of investment and a desire to excel; recognizes the accomplishments of others; keeps the district mission, vision and values at the forefront; displays integrity and ethical behaviors; displays the courage to step forward and address difficult issues, standing firm when necessary.

ME:

NI:

UA:

NA:

Comments:

2. Building Talent

Recruits and selects capable staff; accurately assess strengths and development needs of staff; provides coaching and ensures ongoing training and development is occurring.

ME:

NI:

UA:

NA:

Comments:

3. Manages Performance

Provides clear direction and priorities; clarifies roles and responsibilities, communicates expectations and provides timely constructive feedback; evaluates staff as required and takes corrective action when necessary.

ME:

NI:

UA:

NA:

Comments:

MANAGING PROCESSES AND RESOURCES

1. Using Technical/Functional Expertise

Understands the requirements and objectives of the position; applies knowledge and skills effectively to solve problems; understands and follows key policies, regulations, compliance requirements and procedures in functional and related-work areas; displays technical competence and expertise.

ME:

NI:

UA:

NA:

Comments:

2. Planning and Decision Making

Develops short and long term plans that are appropriately comprehensive, realistic and effective in meeting goals; demonstrates resourcefulness, considers alternatives and weighs costs and benefits; gathers input and appropriately engages the expertise of others when making decision, maintains appropriate balance between developing plans and implementing them.

ME:

NI:

UA:

NA:

Comments:

3. Problem Solving/Analytical Skills

Gathers relevant information systematically; considers a broad range of issues or factors; grasps complexities and relationships among problems or issues; seeks input from others; considers both "hard" facts and "soft" human factors.

ME:

NI:

UA:

NA:

Comments:

4. Productivity and Results

Achieves a high level of relevant accomplishments both individually and within the department/area; uses appropriate methods to implement solutions; monitors processes and tasks to ensure accuracy, efficiency, and timeliness; drives for results; conveys a sense of urgency and brings issues to closure; initiates action to correct problems or notifies others of quality issues; when appropriate persists despite opposition and obstacles.

ME:

NI:

UA:

NA:

Comments:

5. Continuous Process Improvement

Willing and able to explore alternative approaches and processes to improve customer service and satisfaction; strives for improvement, avoids complacency, and champions change.

ME:

NI:

UA:

NA:

Comments:

DEVELOPING RELATIONSHIPS

1. Establishes Trust

Shares thoughts, opinions and beliefs openly and honestly; encourages others to express thoughts and opinions; bring disagreements to the surface and seeks constructive resolutions; honors commitments; exercises tact and displays sensitivity to the feelings of others.

ME:

NI:

UA:

NA:

Comments:

2. Communication

Speaks clearly and expresses self well in groups and in one-to-one conversations; actively listens to and conveys understanding of the comments and questions of others; conveys information clearly and effectively through both formal and informal documents; selects appropriate vehicles and media for communication, i.e., phone, e-mail, text, memo, face-to-face meeting, etc., according to circumstances.

ME:

NI:

UA:

NA:

Comments:

3. Promotes Collaboration

Values the contributions and input of group members; encourages interaction and builds interdependence; draws out the collective creativity of the group; discourages "we versus they" thinking; acknowledges and celebrates group accomplishments.

ME:

NI:

UA:

NA:

Comments:

SECTION III: PERFORMANCE SUMMARY

Evaluator's Comments:

Performance Improvements/Goals:

Employee Comments:

Overall Performance Rating (check one):

- Meets expectations**
- Needs improvement**
- Unacceptable**

This evaluation has been discussed with me by my supervisor. I have read and received a copy of this evaluation.

Evaluator Signature

Date

Employee Signature

Date