

**EVALUATION/SUPERVISION**

The Governing Board believes that regular, comprehensive evaluations designed to hold administrative and supervisory staff accountable for their performance are key to improving their instructional leadership and management skills. Evaluations shall be linked to the district's vision and goals and school improvement plans.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 0500 - Accountability)*  
*(cf. 2140 - Evaluation of the Superintendent)*  
*(cf. 4300 - Administrative and Supervisory Personnel)*

Evaluations shall be used to recognize the exemplary skills and accomplishments of administrative and supervisory employees, serve as a criterion for contract renewals, and identify areas needing improvement. When the evaluation indicates areas needing improvement, the Board expects employees to take the initiative to improve their performance and for their supervisors to assist them in obtaining needed job skills.

*(cf. 4331 - Staff Development)*

Administrative and supervisory employees shall be evaluated in accordance with provisions of employee contracts and/or applicable collective bargaining agreements as appropriate.

*(cf. 4140/4240/4340 - Bargaining Units)*  
*(cf. 4312.1 - Contracts)*

The Superintendent or designee shall make written evaluation procedures available to all administrative and supervisory employees.

*(cf. 4112.9 - Employee Notifications)*

An employee shall be evaluated annually for the first and second years of employment as an administrator or supervisor in the district, and at least every two years thereafter, unless otherwise provided for in an employee contract or collective bargaining agreement. Evaluations may occur between scheduled periods at the request of the employee, his/her supervisor, or the Superintendent or designee.

The Superintendent or designee shall establish clear, objective criteria for evaluation based on the job responsibilities of each administrative or supervisory position.

Evaluation criteria for certificated school site administrators may be based on the California Professional Standards for Educational Leaders (CPSEL) and also may include, but not be limited to, evidence of: (Education Code 44671)

**EVALUATION/SUPERVISION** (continued)

1. Academic growth of students, based on multiple measures which may include student work as well as student and school longitudinal data that demonstrate academic growth over time

Assessments used for this purpose shall be valid and reliable and used for the intended purposes and for the appropriate student populations. Local and state academic assessments may include, but are not limited to, state standardized assessments and formative, summative, benchmark, end-of-chapter, end-of-course, Advanced Placement, International Baccalaureate, college entrance, and performance assessments.

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6141.5 - Advanced Placement)*

2. Effective and comprehensive teacher evaluations, including, but not limited to, curricular and management leadership, ongoing professional development, teacher-principal teamwork, and professional learning communities
3. Culturally responsive instructional strategies to address and eliminate the achievement gap
4. The ability to analyze quality instructional strategies and provide effective feedback that leads to instructional improvement
5. High expectations for all students and leadership to ensure active student engagement and learning
6. Collaborative professional practices for improving instructional strategies
7. Effective school management, including personnel and resource management, organizational leadership, sound fiscal practices, a safe campus environment, and appropriate student behavior
8. Meaningful self-assessment to improve as a professional educator, which may include, but not be limited to, a self-assessment based on the CPSEL and the identification of areas of strengths and areas for professional growth to engage in activities to foster professional growth
9. Consistent and effective relationships with students, parents/guardians, teachers, staff, and other administrators

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

## **EVALUATION/SUPERVISION (continued)**

The evaluation shall be dated and signed by the employee and evaluator. The employee may respond in writing to the evaluation within a reasonable time after receiving a copy of the evaluation. The response shall be attached to the evaluation and placed in the employee's personnel file.

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

### *Legal Reference:*

#### EDUCATION CODE

35171 Availability of rules and regulations for evaluation of performance

44660-44665 Evaluation and assessment of performance of certificated employees

44670-44671 Principal evaluation

45113 Rules and regulations for the classified service in districts not incorporating the merit system

#### GOVERNMENT CODE

3540.1 Meeting and negotiating in public educational employment, definitions

3543.2 Scope of representation

3545 Determination of bargaining units

### *Management Resources:*

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Educational Leaders

#### WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy  
adopted: February 9, 1999  
revised: March 26, 2002  
revised: January 27, 2015

**VISALIA UNIFIED SCHOOL DISTRICT**  
Visalia, California

## **EVALUATION**

### **Purpose and Scope**

The purpose of the Certificated Management Self-Assessment is to establish a collegial and collaborative evaluation process between the manager and supervisor which is objective and connected to personal, school, and district goals. This process is designed to ensure the delivery of high quality educational services to students and to promote management accountability to the Board of Education and the community.

### **General**

Framed in this coaching context, the purpose of the evaluation process for managers is four-fold:

1. Promote the professional growth and performance of the manager.
2. Enhance the quality and effectiveness of the school / department in serving the school community and promoting the success of all students.
3. Provide relevant feedback and reinforcement to the manager about job performance and progress towards goals.
4. Inform district decision-makers.

The evaluation for managers consists of three groups with separate evaluation instruments:

1. Certificated managers at the site and district levels to include Principals, Associate Principals, Assistant Principals, Learning Directors, District Directors, Coordinators, and Supervisors.
2. Certificated management support staff to include nurses and psychologists.
3. Classified management personnel.

### **Managerial Practices**

The evaluative process for certificated managers is based on the California Standards for School Leaders. The six standards are:

**STANDARD 1:** “A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision that is shared and supported by the school community.”

**STANDARD 2:** “A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”

**EVALUATION** (continued)

**STANDARD 3:** “A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.”

**STANDARD 4:** “A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.”

**STANDARD 5:** “A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.”

**STANDARD 6:** “A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.”

Based on these six standards, the manager responds to corresponding prompts reflecting on activities and goals that indicate whether or not the manager has met the standard.

**Certificated Management Performance Indicators**

1. Demonstrates an understanding and support of district vision, practice, and policy that promotes and increases student learning.
2. Provides leadership that supports district / school site programs.
3. Manages district / site / program resources and operations to provide an effective, collaborative environment.
4. Collaborates with the school community, parents, and appropriate agencies and assists school sites in the ability to utilize community resources.
5. Models professional behaviors including integrity, ethics, and fairness to inspire others to a higher level of performance.
6. Demonstrates a commitment to professional growth and assists others in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standards Performance Indicators are used to assist the manager in responding to the self-assessment prompts.

**EVALUATION** (continued)**Standards Performance Indicators Related To Self-Assessment**

1. Demonstrates an understanding and support of district vision, practice, and policy that promotes and increases student learning.
  - Vision is effectively communicated to staff, parents, students, and community members.
  - The vision and the mission are communicated through the use of symbols, ceremonies, stories, and activities.
  - The contributions of the school and educational community as a whole are valued and celebrated.
  - The vision shapes the educational programs, plans, and activities.
  - Progress towards the vision and mission are well communicated.
  - An implementation plan is developed.
  - Needed resources are sought and obtained to support the implementation of the school and district goals.
  - Existing resources are used in support of the district / school vision and goals.
  - The vision and the mission plans are regularly monitored, evaluated, and revised.
  - Goals and objectives are clearly articulated.
  
2. Provides leadership that supports district / site programs.
  - All individuals are treated with fairness, dignity, and respect.
  - Staff feels valued.
  - Barriers to supporting sites / staff are identified, clarified, and addressed.
  - Responsibilities of each individual are acknowledged.
  - Life-long learning is encouraged and modeled.
  - There is a culture of high expectations.
  - Technology is integrated into site support.
  - The department / division / site is organized and aligned for success.
  - Curriculum decisions are based on research and the recommendations of learned individuals.
  - Pupil personnel programs are developed to meet the needs of students and families.
  
3. Manages district / site / program resources and operations to provide an effective, collaborative environment.
  - Knowledge of learning, teaching, and student development is used to inform management decisions.
  - Operation procedures are designed and managed to maximize opportunities for successful learning.
  - Emerging trends are recognized, studied, and applied as appropriate.

**EVALUATION** (continued)

- Collective bargaining and other contractual agreements related to the school site are effectively managed.
  - Time is managed to maximize attainment of organizational goals.
  - Problems are confronted and resolved in a timely manner.
  - Financial, human, and material resources are aligned to the goals of the district.
  - Organizational systems are regularly monitored and modified as needed.
  - Effective group-process and consensus building skills are used.
  - Fiscal resources of the district / site are managed responsibly, efficiently, and effectively.
4. Collaborates with the school community, parents, and appropriate agencies and assists school sites in the ability to utilize community resources.
- Has high visibility, active involvement, and communicates with the larger community.
  - Relationships with community leaders are identified and nurtured.
  - Credence is given individuals and groups whose values and opinions may conflict.
  - The site, district, and community serve one another as resources.
  - Partnerships are established with a variety of outside-the-district agencies.
  - Community stakeholders are treated equitably.
  - Diversity is recognized and valued.
  - Effective media relations are developed and maintained.
  - Community collaboration is modeled for staff.
  - Opportunities for staff to develop collaborative skills are provided.
5. Models behaviors including integrity, ethics, and fairness to inspire others to a higher level of performance.
- Examines personal and professional values.
  - Demonstrates a personal and professional code of ethics.
  - Serves as a role model.
  - Treats people fairly, equitably, and with dignity and respect.
  - Protects the rights and confidentiality of staff.
  - Demonstrates appreciation for and sensitivity to the diversity in the district / site community.
  - Examines and considers the prevailing values of the diverse community.
  - Applies laws and procedures fairly, wisely, and considerately.
  - Accepts responsibility for district / site operations.
  - Recognizes and respects the legitimate authority of others.

**EVALUATION** (continued)

6. Demonstrates a commitment to professional growth and assists others in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
  - Ensures that the environment in which the district / site operates is influenced on behalf of students and their families.
  - Communicates among the district community concerning trends, issues, and potential changes in the environment in which the district / site operates.
  - Facilitates on-going dialogue with representatives of diverse community groups.
  - The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
  - District / site policy is shaped to provide quality education for all students.
  - Lines of communication are developed with decision makers outside the school community.
  - Has a personal commitment to professional growth through reading, conference attendance, college or university classes, or through the attainment of an advanced degree.
  - Keeps abreast of current education research and is able to effectively articulate that information to peers and subordinates.
  - Actively seeks a mentor.
  - Seeks opportunities to be cross-trained so as to benefit the needs of the school and district.

The evaluative process for certificated management support staff and classified management is based on adopted district and site goals, state and national standards, recognized best practices in the area of specialty, and personal self-growth. Since the scope of the tasks of nurses, psychologists and classified managers differ significantly from certificated managers, the prompts to which these employees will respond are also different.

**Certificated Management Support Staff / Classified Management Performance Indicators**

1. Supports district policies and procedures.
2. Effectively manages time and resources.
3. Completes reports and required documentation in a professional, timely manner.
4. Effectively uses written and oral communication skills.
5. Maintains professional skill and knowledge.



**EVALUATION** (continued)

6. Makes effective decisions.
7. Engages in self-improvement.
8. Provides professional and technical support to administrators, staff, students, and parents.
9. Collaborates effectively with others.
10. Has made progress in meeting goals and other additional accomplishments.

**Forms Used and Additional Reference**

- a. Certificated Management Self-Assessment
- b. Certificated Management Support Staff Self-Assessment
- c. Classified Management Performance Evaluation
- d. Supervisor's Response To Self-Evaluation
- e. Employee Goals
- f. Standards Performance Indicators Related To Self-Assessment

**Procedure**

In the summer and fall of each year, the manager shall develop individual and school / department goals based on district goals, and the previous year's self-assessment. Prior to October 1, the supervisor shall review the goals with the manager and shall suggest changes and/or modifications as needed.

Between October and March, the manager and supervisor shall meet periodically either formally or informally to discuss progress towards goals. In April of each year the manager shall prepare a self-assessment. In May, the manager and supervisor shall meet to discuss the self-assessment. Once completed, the supervisor shall write a response that shall be discussed with the manager prior to June 30. This response shall become part of the manager's primary personnel file. The manager may attach a response to the supervisor's evaluation within five days of receipt of the document.

**EVALUATION** (continued)**Time Line**

<b>Date</b>	<b>Activity</b>
July-October	Manager reflects upon and prepares goals for the upcoming year. Manager and supervisor meet by October 1 <sup>st</sup> to finalize goals.
October-March	Manager and supervisor meet to discuss progress on goals.
April	Manager prepares self-assessment.
May	Manager and supervisor meet to discuss self-assessment.
June	Supervisor writes a response to the manager's self-assessment. The manager and the supervisor meet to discuss the written response. Process to be completed prior to June 30 <sup>th</sup> .

Regulation  
 approved: February 9, 1999  
 Revised: March 26, 2002

**VISALIA UNIFIED SCHOOL DISTRICT**  
 Visalia, California

**Visalia Unified School District  
Certificated Management Self-Assessment**

Name \_\_\_\_\_ Date \_\_\_\_\_  
Position / Title \_\_\_\_\_  
Supervisor / Evaluator \_\_\_\_\_

Please respond to the six statements below using only the space provided. Statements are based on the *California Standards for School Leaders*.

**STANDARD 1:** “A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision that is shared and supported by the school community.”

1. Demonstrates an understanding and support of district vision, practice, and policy that promotes and increases student learning.

**STANDARD 2:** “A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”

2. Provides leadership that supports district / school site programs.

**STANDARD 3:** “A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.”

3. Manages district / site / program resources and operations to provide an effective, collaborative environment.

**Visalia Unified School District  
Certificated Management Self-Assessment**

**STANDARD 4:** “A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.”

4. Collaborates with the school community, parents, and appropriate agencies and assists school sites in the ability to utilize community resources.

**STANDARD 5:** “A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.”

5. Models professional behaviors including integrity, ethics, and fairness to inspire others to a higher level of performance.

**STANDARD 6:** “A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.”

6. Demonstrates a commitment to professional growth and assists others in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Visalia Unified School District  
Certificated Management Self-Assessment**

**Supervisor's Response to Self-Assessment**

Name\_\_\_\_\_ Supervisor/Evaluator\_\_\_\_\_

Position\_\_\_\_\_ Date\_\_\_\_\_

- Recommended to continue in this position.
- Recommended to continue in this position with improvement.
- Not recommended to continue in the position.

*Signatures*

Employee\_\_\_\_\_ Supervisor/Evaluator\_\_\_\_\_

Date\_\_\_\_\_ Date\_\_\_\_\_

This document will be attached to your self-assessment and placed in your primary personnel file. You may, within five days, submit a response to be attached.

**Visalia Unified School District  
Certificated Management Self-Assessment**

**Standards Performance Indicators Related To Self-Assessment**

1. Demonstrates an understanding and support of district vision, practice, and policy that promotes and increases student learning.
  - Vision is effectively communicated to staff, parents, students, and community members.
  - The vision and the mission are communicated through the use of symbols, ceremonies, stories, and activities.
  - The contributions of the school and educational community as a whole are valued and celebrated.
  - The vision shapes the educational programs, plans, and activities.
  - Progress towards the vision and mission are well communicated.
  - An implementation plan is developed.
  - Needed resources are sought and obtained to support the implementation of the school and district goals.
  - Existing resources are used in support of the district / school vision and goals.
  - The vision and the mission plans are regularly monitored, evaluated, and revised.
  - Goals and objectives are clearly articulated.
  
2. Provides leadership that supports district / site programs.
  - All individuals are treated with fairness, dignity, and respect.
  - Staff feels valued.
  - Barriers to supporting sites / staff are identified, clarified, and addressed.
  - Responsibilities of each individual are acknowledged.
  - Life-long learning is encouraged and modeled.
  - There is a culture of high expectations.
  - Technology is integrated into site support.
  - The department / division / site is organized and aligned for success.
  - Curriculum decisions are based on research and the recommendations of learned individuals.
  - Pupil personnel programs are developed to meet the needs of students and families.
  
3. Manages district / site / program resources and operations to provide an effective, collaborative environment.
  - Knowledge of learning, teaching, and student development is used to inform management decisions.
  - Operation procedures are designed and managed to maximize opportunities for successful learning.
  - Emerging trends are recognized, studied, and applied as appropriate.
  - Collective bargaining and other contractual agreements related to the school site are effectively managed.
  - Time is managed to maximize attainment of organizational goals.
  - Problems are confronted and resolved in a timely manner.
  - Financial, human, and material resources are aligned to the goals of the district.
  - Organizational systems are regularly monitored and modified as needed.
  - Effective group-process and consensus building skills are used.
  - Fiscal resources of the district / site are managed responsibly, efficiently, and effectively.

**Visalia Unified School District  
Certificated Management Self-Assessment**

4. Collaborates with the school community, parents, and appropriate agencies and assists school sites in the ability to utilize community resources.

- Has high visibility, active involvement, and communicates with the larger community.
- Relationships with community leaders are identified and nurtured.
- Credence is given individuals and groups whose values and opinions may conflict.
- The site, district, and community serve one another as resources.
- Partnerships are established with a variety of outside-the-district agencies.
- Community stakeholders are treated equitably.
- Diversity is recognized and valued.
- Effective media relations are developed and maintained.
- Community collaboration is modeled for staff.
- Opportunities for staff to develop collaborative skills are provided.

5. Models behaviors including integrity, ethics, and fairness to inspire others to a higher level of performance.

- Examines personal and professional values.
- Demonstrates a personal and professional code of ethics.
- Serves as a role model.
- Treats people fairly, equitably, and with dignity and respect.
- Protects the rights and confidentiality of staff.
- Demonstrates appreciation for and sensitivity to the diversity in the district / site community.
- Examines and considers the prevailing values of the diverse community.
- Applies laws and procedures fairly, wisely, and considerately.
- Accepts responsibility for district / site operations.
- Recognizes and respects the legitimate authority of others.

6. Demonstrates a commitment to professional growth and assists others in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Ensures that the environment in which the district / site operates is influenced on behalf of students and their families.
- Communicates among the district community concerning trends, issues, and potential changes in the environment in which the district / site operates.
- Facilitates on-going dialogue with representatives of diverse community groups.
- The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- District / site policy is shaped to provide quality education for all students.
- Lines of communication are developed with decision makers outside the school community.
- Has a personal commitment to professional growth through reading, conference attendance, college or university classes, or through the attainment of an advanced degree.
- Keeps abreast of current education research and is able to effectively articulate that information to peers and subordinates.
- Actively seeks a mentor.
- Seeks opportunities to be cross-trained so as to benefit the needs of the school and district.

**Visalia Unified School District  
Certificated Management Self-Assessment**

**Statement of Purpose and Timeline**

*Statement of Purpose:*

The purpose of the evaluation process for certificated managers is three-fold:

- 1) Promote the professional growth and performance of the manager;
- 2) Enhance the quality and effectiveness of the school / department in serving the school community and promoting the success of all students;
- 3) Inform district decision-makers.

The evaluation process for certificated managers is framed within a larger context of goal setting, self-evaluation and reflection, and a coaching relationship between the manager and his or her supervisor. The conversation relative to school or department, and personal performance should be on going and collaborative in nature. This conversation includes an emphasis on adopted state and national standards for the performance of schools and school / department managers and leaders.

The prompts to which each manager will respond are based on the California Standards for School Leaders. Performance indicators taken from these standards and attached to this document will provoke thought and reflection for the manager as he or she responds to each prompt.

***Timeline of Coaching / Evaluation Process Activities:***

<u>Date</u>	<b>Activity</b>
July-October	Manager reflects upon and prepares goals for the upcoming year. Manager and supervisor meet by October 1 <sup>st</sup> to finalize goals.
October-March	Manager and supervisor meet to discuss progress on goals.
April	Manager prepares self-assessment.
May	Manager and supervisor meet to discuss self-assessment.
June	Supervisor writes a response to the manager's self-assessment. The manager and the supervisor meet to discuss the written response. Process to be completed prior to July 1 <sup>st</sup> .



**Visalia Unified School District  
Certificated Management Support Staff  
Self-Assessment**

Name \_\_\_\_\_ Date \_\_\_\_\_  
Position / Title \_\_\_\_\_  
Supervisor / Evaluator \_\_\_\_\_

*Please respond to each of the following ten prompts, using only the space provided.*

1. Supports district policies and procedures.
2. Effectively manages time and resources.
3. Completes reports and required documentation in a professional, timely manner.

**Visalia Unified School District  
Certificated Management Support Staff  
Self-Assessment**

4. Effectively uses written and oral communication skills.

5. Maintains professional skill and knowledge.

6. Makes effective decisions.

7. Engages in self-improvement.

**Visalia Unified School District  
Certificated Management Support Staff  
Self-Assessment**

8. Provides professional and technical support to administrators, staff, students, and parents.

9. Collaborates effectively with others.

10. Has made progress in meeting goals and other additional accomplishments.

**Visalia Unified School District  
Certificated Management Support Staff  
Self-Assessment**

**Supervisor's Response To Self-Assessment**

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Position: \_\_\_\_\_ Date: \_\_\_\_\_

- Recommended to continue in this position.
- Recommended to continue in this position with improvement.
- Not recommend to continue in this position.

*Signatures*

Employee \_\_\_\_\_ Evaluator \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

This document will be attached to your self-assessment and placed in your primary personnel file. You may, within five days, submit a written response to be attached.

**Visalia Unified School District  
Certificated Management Support Staff  
Self-Assessment  
Statement of Purpose and Timeline**

*Statement of Purpose:*

The purpose of the evaluation process for certificated management support staff (nurses and psychologists) is three-fold:

- 1) Promote the professional growth and performance of the manager;
- 2) Provide relevant feedback and reinforcement to the manager about job performance and progress towards goals.
- 3) Enhance the quality and effectiveness of the school/department in serving the school community and promoting success for all students.

The evaluation process for certificated management support staff is framed within a larger context of goal setting, self-evaluation and reflection, and a coaching relationship between the manager and his or her supervisor. Individual goals and performance standards should reflect the adopted district and site goals, state and national standards, recognized best practices in the area of specialty, and personal self-growth.

School psychologists and nurses will set goals in the fall with feedback from the supervisor, and will complete a self-evaluation in the spring. Prior to July 1<sup>st</sup> of each year, the supervisor will respond in writing to the self-evaluation.

***Timeline of Coaching / Evaluation Process Activities:***

<u>Date</u>	<b>Activity</b>
July-October	Manager reflects upon and prepares goals for the upcoming year. Manager and supervisor meet by October 1 <sup>st</sup> to finalize goals.
October-March	Manager and supervisor meet to discuss progress on goals.
April	Manager prepares self-assessment.
May	Manager and supervisor meet to discuss self-assessment.
June	Supervisor writes a response to the manager's self-assessment. The manager and the supervisor meet to discuss the written response. Process to be completed prior to July 1 <sup>st</sup> .

**Classified Management Performance Evaluation**  
Visalia Unified School District

E (5) 4315 (a)  
Page 1

Employee's Name:			
Position:		Work Location:	
Reviewed by:		Date of Review:	
Type of Evaluation (Check one) =	9 Probationary	9 Bi-Annual	9 Annual

<b>Directions:</b>	Indicate the management employee's performance for each of the following key result areas or categories and write comments to explain. If possible, include examples of actual performance.
<b>Note:</b>	Several examples of behavior are included under each key result area. These are not meant to be inclusive of all proper behaviors for that category.

1 = Not Applicable	2 = Needs Improvement/Unsatisfactory	3 = Satisfactory	4 = Exceeds Performance Standards	5 = Exceptional	1	2	3	4	5
<b><u>Work Organization and Planning</u></b>					Comments:				
<input type="checkbox"/> Effectively schedules & uses time <input type="checkbox"/> Engages in short and long-term planning <input type="checkbox"/> Foresees trends in field <input type="checkbox"/> Prioritizes so that changing demands are met									
<b><u>Work Quality</u></b>					Comments:				
<input type="checkbox"/> Completes high-quality work according to specifications <input type="checkbox"/> Thoroughly follows standards and procedures <input type="checkbox"/> Keeps complete records/works accurately <input type="checkbox"/> Well informed on all phases of work <input type="checkbox"/> Produces quality work – such as number of tasks, reports, problem solving, etc. <input type="checkbox"/> Pays adequate attention to details (for example: proofreading work, scheduling calendar, etc.									
<b><u>Volume</u></b>					Comments:				
<input type="checkbox"/> Completes assignments in time allocated or less <input type="checkbox"/> Produces acceptable quantity of work – such as numbers of tasks, reports, problem solving, etc. <input type="checkbox"/> Works at a steady pace regardless of environmental pressures									



**Classified Management Performance Evaluation**  
 Visalia Unified School District

Employee's Name:	
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1 = Not Applicable	4 = Exceeds Performance Standards					
2 = Needs Improvement/Unsatisfactory	5 = Exceptional					
3 = Satisfactory		1	2	3	4	5

<p style="text-align: center;"><b><u>Reliability and Punctuality</u></b></p> <p><input type="checkbox"/> Is reliable and responsible in work attendance</p> <p><input type="checkbox"/> Works flexible hours to meet deadlines</p> <p><input type="checkbox"/> Adheres to established guidelines and rules of the organization</p>	<p>Comments:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p style="text-align: center;"><b><u>Technical Application and Knowledge</u></b></p> <p><input type="checkbox"/> Applies technical, professional knowledge to the job requirements</p> <p><input type="checkbox"/> Keeps informed of current technical skills relevant to the job</p> <p><input type="checkbox"/> Presents alternatives when proposing course of action</p> <p><input type="checkbox"/> Uses past experience to solve problems</p>	<p>Comments:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<p style="text-align: center;"><b><u>Professionalism</u></b></p> <p><input type="checkbox"/> Establishes &amp; maintains high ethical standards in dealing with staff/public</p> <p><input type="checkbox"/> Maintains confidentiality</p> <p><input type="checkbox"/> Contributes to &amp; promotes positive staff morale</p> <p><input type="checkbox"/> Willingness and ability to work positively and cooperatively with others</p> <p><input type="checkbox"/> Attendance and punctuality (timely arrival and regular attendance)</p> <p><input type="checkbox"/> Maintains a professional appearance appropriate for the job</p> <p><input type="checkbox"/> Set appropriate examples for others</p>	<p>Comments:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

<p>Note: This evaluation has been discussed with me. Signing this form does not necessarily mean that I agree with all of the ratings.</p>	<p>I wish to attach comments</p> <p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p>
Management Employee's Signature	Date:
Supervisor's Signature	Date:
Superintendent/Assistant Superintendent	Date:
	Date:



Employee's Name:	
Position/Title:	
Date:	

<b>Goal or Objective:</b>	<b>Performance and Comments:</b>
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**General Comments Relating to Difficulty in Achieving Goals:** (This section is to be completed when reviewing accomplishment of set goal/objective.)

Reviewed and Accepted:		Date:
Comments:		