

Meridian Director Evaluation, Approved 2014

- I. Intent of Evaluation
 - a. The intent of the evaluation process is to support the personal and professional growth of each Director.
 - b. The secondary intent of the evaluation process is to provide the Director a summative performance rating based on the standard set forth in the framework and the standards agreed upon in terms of performance goals.
- II. Timing of Evaluation
 - a. Evaluation will take place annually
 - b. Goals for the evaluation year will be decided upon by August 1 of the school-year of evaluation
 - c. Director self-assessment is due by March 1 each year
 - d. Director evaluation conference will take place prior to April 15 each year
 - e. Completed, written evaluation to be returned to the Director by May 1 each year
- III. Areas of Evaluation
 - a. Professional Practice (all areas weighted equally)
 - i. Building and Maintaining Collaborative Relationships
 - ii. Creating a Culture of High Expectations
 - iii. Integrity and Professionalism
 - iv. Leading Change
 - v. Resource Management
 - vi. Living the Vision and Mission
 - b. Performance Goals (Percentages to be determined collaboratively)
 - i. Creation of 2 – 5 SMART goals with graduated levels of measurement
- IV. Rating Schedule
 - a. 0 – 1.5 Unsatisfactory
 - b. 1.51 – 2.5 Needs Improvement
 - c. 2.51 – 3.5 Proficient
 - d. 3.51 – 4.0 Excellent
- V. Assignment of Rating
 - a. Professional Practice
 - i. 60% of total
 - ii. Each area of practice worth up to 4 points
 - iii. Total point total to equal up to 24 points
 - 1. Unsatisfactory 1 point
 - 2. Needs Improvement 2 points
 - 3. Proficient 3 points
 - 4. Excellent 4 points
 - b. Performance Goals 40%
 - i. Total point total to equal 16 points

- c. Total point total divided by 10

Professional Practice Areas and Components

- I. Building and Maintaining Collaborative Relationships
 - a. Demonstrates an understanding of their role and relationship within District Leadership Team
 - b. Proactively seeks out community resources to support goals of department
 - c. Utilizes meaningful feedback from staff, students, and community to improve performance
 - d. Takes a team approach when dealing with other departmental needs
- II. Creating a culture of high expectations
 - a. Creates a goal-setting process for all employees and departmental activities
 - b. Observes, monitors, and provides feedback to all employees using a systematic process
 - c. Requires all staff to demonstrate values consistent with District mission and departmental vision
 - d. Provides ongoing imbedded professional development for staff
 - e. Develops potential leaders in department
- III. Integrity and Professionalism
 - a. Treats all people fairly and with honor
 - b. Protects rights of confidentiality
 - c. Makes significant effort to serve those typically underserved
 - d. Conducts oneself in all possible ways as a personification of the District mission and departmental vision
- IV. Leading Change
 - a. Develops, monitors, and adjusts departmental improvement plan
 - b. Collaborates with others to ensure a proper plan to achieve goals in departmental improvement plan
 - c. Employs current technologies
 - d. Examines current trends and best practices
- V. Resource Management
 - a. Recruits and retains outstanding employees
 - b. Exhibits budgetary control and foresight
 - c. Actively pursues and receives additional sources of funding
- VI. Living the Vision and Mission and Focus on Results
 - a. Creates a departmental vision aligned with District mission
 - b. Uses vision and mission to drive decision-making process
 - c. Conducts difficult conversations in order to ensure departmental and individual alignment and effort toward living the vision and mission

I. Building and Maintaining Collaborative Relationships

Demonstrates and Understanding of Their Role Within District Leadership Team			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Does not participate in team activities; demonstrates no allegiance to the District team; Works to divide the team and departments instead of unite	Participates in District Leadership team, but allegiance is to particular department; pushes for decisions to be made with best interest of particular department in mind; uses language such as 'their decision' or 'District Office decided' when an unpopular decision is made	Views role in District Leadership team as their first team; willing to openly discuss ideas and concepts to ensure team is making decisions aligned with vision and mission; speaks with 'one' voice after decisions have been made	Consistently reminds directors and principals that District team is their first team; always ties decisions back to mission and vision; works to ensure members of their department speak with 'one' voice
Director Rating			
Evaluator's Comments and Rationale			

Proactively seeks out community resources to support goals of department			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director does not seek additional funding or advocates for funding that would ultimately have a detrimental impact on the District	Director follows through on opportunities for additional funding as presented to them; seeks out funding for projects that are not directly aligned with departmental goals; brings forward projects with significant District cost associated in the future	Director seeks out resources through grants, community partnerships, creative vendor agreements, and donations; resources sought are directly aligned with departmental goals; additional resources benefit the District in a sustainable fashion without the need for additional expenditures in the future	Director brings forward ideas for other departments; has others within own department seek out and work to secure resources; presents comprehensive plan as to how new resources benefit department goals and will be sustainable without increased District expenditure
Director Rating			
Evaluator's Comments and Rationale			

Utilizes Meaningful Feedback from Staff, Students, and Community to Improve Performance			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Does not seek feedback; does not use feedback as provided by stakeholders; feedback is not considered when planning for future improvement	Feedback sought from Director is done sporadically and does not involve all stakeholders; reaction to feedback is defensive; feedback has limited impact on future improvement planning	Director actively seeks feedback from multiple stakeholders in a sustainable fashion; Director proactively shares feedback with supervisor; Feedback is addressed and incorporated in to Departmental Improvement Plan	Director works with other department leaders to seek feedback from all stakeholders in a systematic manner; reaction to feedback shows deep reflection; feedback is a major stimulus for Departmental improvement plan and shared with the BOE
Director Rating			
Evaluator's Comments and Rationale			

Takes a Team Approach When Dealing with Other Departmental Needs			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Views budget, time, and resources as proprietary and is unwilling to share or take time to counsel	Shares resources and expertise only after prompting; complains about resource sharing; shows lack of desire to support other colleagues in times of need	Director openly shares resources and expertise when other departments need assistance; views budget as a District budget – not departmental; demonstrates a willingness to do whatever it takes to support colleagues	Director openly seeks out ways to support other departments and Directors; Director finds creative ways to share resources or combine projects; actively promotes 'team approach' among others when a colleague is in need
Director Rating			
Evaluator's Comments and Rationale			

II. Creating a Culture of High Expectations

Creates Goal-Setting Process for all Employees and Departmental Activities			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
There is no clear goal-setting structure in place in the Department; the Director cannot openly discuss the goals of his or her employees, reporting to the Superintendent only takes place after prompting	The department and some employees within has a SMART goals; most goals are in SMART goal format, goals are generally aligned to Departmental SMART goal; SMART goal progress is unevenly tracked and reporting is inconsistent	The department and most employees within has a SMART goal; SMART goals are mostly aligned to Departmental SMART goal; SMART goal progress is tracked by Director; Director reports all progress to Superintendent bi-annually	The department and every employee within has a SMART goal; SMART goals are aligned to Departmental SMART goal; SMART goal progress is tracked by each employee and reported to Director; Director reports all progress to Superintendent quarterly
Director Rating			
Evaluator's Comments and Rationale			

Observes, Monitors, and Provides Feedback to all Employees Using a Systematic Process			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Not all employees are evaluated on an annual basis; feedback to employee in evaluation is minimal; evaluation is a one-time event that does not impact behavior throughout the year	Each employee within the department is evaluated annually; evaluation is consistent with District-wide form; evaluation extends beyond check box and thorough, rigorous feedback is given	Each employee within the department is evaluated annually, but given quarterly progress updates; conversations are held consistently measuring employee progress toward SMART goal and Department progress toward SMART goal is discussed often in staff meetings	Director sets up process for employees to report to them their progress toward SMART goal and evaluation form; staff members lead conversations regarding progress toward Departmental SMART goal
Director Rating			
Evaluator's Comments and Rationale			

Requires Staff to Exhibit Values Consistent with District Mission and Departmental Vision			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Employees are not able to articulate District Mission and Departmental Vision; there is no clear link between mission and vision and employee standards of behavior or performance	All employees are able to articulate District Mission and Departmental Vision, but cannot explain how it applies to their work; when behavior or performance violates mission and vision Director reaction is inconsistent.	Direct link between mission and vision and Departmental and individual goals is present; Director makes decisions through the lens of the Departmental vision; employees are able to articulate how departmental vision impacts their personal job responsibility	Staff lead difficult conversations with other staff based on mission and vision; employees are able to challenge the validity or add complexity of or to the departmental vision and departmental goals as a result of internalizing true meaning of mission and vision
Director Rating			
Evaluator's Comments and Rationale			

Provides Ongoing Imbedded Professional Development to Staff			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director provides little to no professional development. Professional development does not show clear alignment with Departmental vision or goals.	Director provides few, non-differentiated opportunities for professional development loosely aligned to departmental needs	Director provides multiple opportunities for professional development based on assessment of individual employee and departmental needs.	Staff leads Professional Development activities based on their assessment of Departmental needs and/or aligned to Departmental goals and vision
Director Rating			
Evaluator's Comments and Rationale			

Develops Potential Leaders in Department

Unsatisfactory	Needs Improvement	Proficient	Distinguished
<p>Director does not provide any additional opportunities for employee growth outside of typical job description</p>	<p>Director recognizes and celebrates accomplishments of those in Department; occasionally delegates responsibilities to those who have shown capacity</p>	<p>Employee evaluations discuss leadership potential of employees; director customizes professional development for those identified as future leaders.</p>	<p>Systematic process for growing leaders is in place in District. The Director works to ensure multiple people in the Department understand job responsibilities of Director; clear succession planning is always in place</p>
<p>Director Rating</p>			
<p>Evaluator's Comments and Rationale</p>			

III. Integrity and Professionalism

Treats all People Fairly and with Honor			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director is uneven in their communication and treatment of others. Multiple incidents of less than fair or honorable treatment of others are reported throughout the course of the year.	Director generally treats people fairly and with a positive attitude. There are incidents throughout the course of the year that require remediation or potential harm relationships with other stakeholders.	Embodies servant leadership mentality. All feedback loops indicate positive, collegial relationships. Director honors and values times and maintains commitment and clear communication patterns.	Establishes servant leader culture in department through modeling so that it extends through employees;
Director Rating			
Evaluator's Comments and Rationale			

Protects Rights of Confidentiality			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director does not abide by rules of confidentiality or set the standard/expectation within their department that such rules are followed	Director does not universally adhere to rules of confidentiality; director inconsistently addresses those within department that do not	Director adheres to rules of confidentiality without exception and reprimands those within their department that do not	Director not only adheres to rules of confidentiality, but provides professional development to their department regarding expectations thereof; staff members ensure rules of confidentiality are met among their peers
Director Rating			
Evaluator's Comments and Rationale			

Makes Significant Effort to Serve Those Traditionally Underserved			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director does not address those typically underserved and makes no effort to increase effort in that area	Director openly talks about serving the needs of those traditionally underserved, but no clear action or direction is taken	Director identifies those traditionally underserved and creates a proactive system to address their needs; data is identified and collected to evaluate success of system	Staff members within the department identify those traditionally underserved and proactively create a system to address their needs; data is identified and collected by staff other than the Director and presented to the Superintendent; Director shares information and serves as a model for other departments
Director Rating			
Evaluator's Comments and Rationale			

Conducts Oneself in all Possible Ways as a Personification of District Mission and Departmental Vision			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Multiple times throughout the year behavior needs remediation; themes of misconduct are apparent; conduct is detrimental to District or Departmental well-being	Conduct needs occasional monitoring and remediation.	Conduct is in line with mission and vision and there are no areas of deficiency.	Personal conduct in and out of work is above reproach and deserves to be modeled. Director encourages same behavior consistently from staff members.
Director Rating			
Evaluator's Comments and Rationale			

IV. Leading Change

Develops, Monitors, and Adjusts Departmental Improvement Plan			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Departmental Improvement does not exist or is clearly not considered when making daily decisions	Departmental Improvement Plan is incomplete or in improper form, not aligned to other District efforts, or is insufficiently communicated to Superintendent and other stakeholders	Plan is created prior to beginning of fiscal year, creation includes multiple stakeholders, goals are measureable, and departmental improvement plan is directly aligned to District goals and vision.	All of Proficient, plus: quarterly data reports regarding progress toward established goals with written addendums where deemed necessary after analysis of progress towards goals
Director Rating			
Evaluator's Comments and Rationale			

Collaborates with Others to Ensure a Proper Plan to Achieve Goals in Departmental Improvement Plan			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Plan is created by the Director and others are not informed of what is going to take place or what they are responsible for accomplishing.	Plan is created by the Director and others are informed of what is going to take place. No evidence of shared leadership or collaboration.	Action plans for each goal are created with multiple stakeholders. Leadership of individual activities are distributed resulting in multiple people being responsible for the completion of Departmental Improvement goals	Leadership is completely distributed and others within the department lead the creation of the Departmental Improvement plan with Director simply facilitating
Director Rating			
Evaluator's Comments and Rationale			

Employs current technologies			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Does not utilize current technology to support leadership and management functions	Demonstrates limited knowledge and application of current technologies to support leadership and management functions	Identifies and consistently applies new technologies to improve and support leadership and management functions	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents.
Director Rating			
Evaluator's Comments and Rationale			

Examines Current Trends and Best Practices			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director does not do any work on their own to stay current regarding what is new in their industry.	Director is aware of new practices and trends in their industry, but does not put them in to practice in their work at MCUSD.	Director implements new and current industry trends within their department after a formal vetting process considering benefits and detriments for the department's current situation.	Director provides comprehensive training for staff regarding new and current industry trends, director is active within their own industry so that they are a part of developing new ideas and concepts.
Director Rating			
Evaluator's Comments and Rationale			

V. Resource Management

Recruits and retains outstanding employees			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Hiring process is completely passive, voluntary departmental turnover is over 25 percent	Director relies on advertisement to recruit new personnel and no systematic process to retain employees is in place.	Director has a system in place for recruiting new employees that extends beyond passive advertisements. Director creates a systematic exit survey to collect data as to why employees leave the department.	Director creates an ongoing system of employee recruitment, even when openings do not exist. Departmental turnover is limited to less than 10 percent voluntary exit per year.
Director Rating			
Evaluator's Comments and Rationale			

Exhibits Budgetary Control and Foresight			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Director was over-budget without any noted extenuating circumstances.	Director would have stayed on budget, but was pushed over due to extenuating circumstances	Director remains at or under-budget regardless of extenuating circumstances	Director remains 10 percent under budget regardless of extenuating circumstances
Director Rating			
Evaluator's Comments and Rationale			

Actively Pursues and Receives Additional Sources of Funding			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
No clear effort to secure additional funding or resources through grants or partnerships can be noted.	Director makes an effort to find appropriate grants or to create partnerships with other entities.	Director pursues additional funding, support, or supplies through partnerships and grants.	Director pursues and receives additional funding, support, or supplies through partnerships and grants
Director Rating			
Evaluator's Comments and Rationale			

VI. Living the Vision and Mission Focused on Results

Creates Departmental Vision Aligned with District Mission			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
No clear vision for the Department exists.	Vision is created by Director or with a subset of stakeholders or a vision is collaboratively created, but without alignment to District mission, vision, and goals.	Collaboratively creates Departmental vision with input from multiple stakeholder groups. Vision is aligned directly with District Mission, vision, and goals	All of proficient, plus: frequently and publically promotes Departmental vision to all stakeholders.
Director Rating			
Evaluator's Comments and Rationale			

Uses Vision and Mission to Drive Decision-Making Processes			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Actions contradict the vision or demonstrate inconsistency between stated beliefs and actions	Refers to school when making decisions but may not be guided by the vision	Uses the vision and mission to make all decisions, creates and uses protocols aligned to the vision and mission to make decisions	Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions
Director Rating			
Evaluator's Comments and Rationale			

Conducts Difficult Conversations in Order to Ensure Departmental and Individual Alignment and Effort Toward Living the Vision and Mission

Unsatisfactory	Needs Improvement	Proficient	Distinguished
Does not confront staff who have low expectations or behaviors not aligned with vision and mission	Inconsistently addresses staff who have low expectations; attempts to implement policies that support the vision and mission	Consistently addresses staff who contradict the vision by displaying low expectations; contests practices and policies that contradict the vision and mission	Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations; contests or eliminates policies and practices that contradict the vision and mission
Director Rating			
Evaluator's Comments and Rationale			