Eugene School District

2015-16 Administrator/Manager/Supervisor Evaluation

For Non-Instructional District Leaders

**Performance Standards**
The following are suggested standards of performance on which to base evaluation of non-instructional administrators/managers/supervisors.

- Applicable administrative rules
- Applicable board and district policies
- Your department rules and policies
- Applicable Administrator Standards from the *Educational Leadership Improvement Tool (ELIT)*, adapted as follows:

### AREA 1: VISIONARY LEADERSHIP

<table>
<thead>
<tr>
<th>Element</th>
<th>Meeting the Standard</th>
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<tbody>
<tr>
<td>1-1 Develop a shared vision</td>
<td>- Works collaboratively with staff to develop a vision and goals for the team and/or department.</td>
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<td>- Ensures that issues of equity, diversity, and differentiation are promoted.</td>
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<td>- Sustains understanding of culturally relevant knowledge and theories of social/organizational change.</td>
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<tr>
<td>1-2 Implement and steward the vision</td>
<td>- Bases most decisions on the vision and goals.</td>
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<td>- Promotes implementation of vision and goals through planning and processes with all stakeholders.</td>
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<td>- Uses data to regularly monitor, evaluate and revise the vision, goals and plans for implementation.</td>
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<td>- Ensures that most funds are allocated with the vision in mind.</td>
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### AREA 3: DATA-DRIVEN IMPROVEMENT

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<tbody>
<tr>
<td>3-4 Use data to determine needs, then monitor and improve</td>
<td>- Facilitates data based inquiry, project development, monitoring, and adjustment.</td>
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<td>- Analyzes projects in terms of cost and effectiveness.</td>
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<td>- Demonstrates the use of evaluation to make improvements.</td>
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### AREA 5: EFFECTIVE MANAGEMENT

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<tr>
<td>5-1 Involve staff in prioritizing and solving problems</td>
<td>- Identifies problems and involves staff in resolving them.</td>
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<td>- Adapts innovative organizational and management strategies to manage projects.</td>
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<td>- Uses effective problem-solving and conflict resolution skills to ensure needs are met.</td>
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### AREA 6: ORGANIZATION TO IMPROVE STAFF EFFICACY

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| 6-1 Disseminate knowledge of research and/or best practices | Demonstrates knowledge about culturally sensitive theories, techniques, and practices for the workplace.  
Shares information with and models best practices for staff. |
| 6-2 Provide sustained professional development opportunities | Provides on- and off-site professional development for staff and uses staff to lead training.  
Identifies representatives to attend trainings and report to entire staff.  
Develops personal growth plans that lead to improved professional learning.  
Collects data to help staff form personal professional growth plans. |
| 6-3 Develop and use staff teams | Delegates and supports staff teams to create proposals and suggest decisions.  
Works to create collaboration among staff members.  
Plans activities to build trust and relationships among staff members. |
| 6-4 Facilitate problem solving | Requests staff input on how to address issues.  
Often facilitates rather than directs the solution to the problem.  
Possesses a diverse set of tools for addressing problems. |

### AREA 7: CULTURAL COMPETENCE

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| 7-1 Focus on the value of diversity | Enables the development of a culture that values diversity.  
Creates opportunities to discuss attitudes, skills, and behaviors that value diversity. |
| 7-2 Maximize cultural knowledge and assessment | Shares with staff a personal belief in the value of cultural assessment and self-awareness of personal biases, fears and comfort levels.  
Creates opportunities to discuss culture, race and ethnicity |
and to examine personal biases, fears, and comfort levels regarding issues of diversity in a safe environment.

- Gathers, evaluates and disseminates information regarding the effects of biases and fears on the workplace culture, as necessary.

### AREA 8: COMMUNITY LEADERSHIP/INCLUSIVE PRACTICE

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<tr>
<td>8-1 Develop relationships and collaborate with stakeholders</td>
<td>Fosters relationships with and creates opportunities for families, community members, and/or other stakeholders to become involved in decision making processes.</td>
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| 8-4 Mobilize community resources | Mobilizes staff to access community resources, as necessary.  
- Shares grant opportunities with staff to access grant money for improvement projects.  
- Contacts and explores relations with corporations and other possible businesses to form partnerships. |

### AREA 9: ETHICAL LEADERSHIP

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| 9-1 Communicate and build relationships | Works collaboratively in honest interactions that promote respect.  
- Ensures all communication is consistent with the value system of all stakeholders.  
- Demonstrates how decision-making is an inclusive process with all stakeholders which is honest and consistent. |
| 9-3 Model and encourage creativity | Uses data to guide work to ensure sensitivity to diversity.  
- Thinks outside the box and uses an inclusive process for key decisions.  
- Distinguishes where there might be a conflict of interest or an appearance of impropriety, while encouraging risk taking. |
| 9-4 Possess a professional code of ethics | Through actions, demonstrates confidentiality, the rights of others, and models core values.  
- Solves decisions based on ethical and legal principles.  
- Applies applicable laws and compliance requirements. |

### AREA 10: SOCIO-POLITICAL CONTEXT

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| 10-1 Understand the context of policy | Understands and advocates for policies, laws, and regulations enacted by local, state, and federal authorities.  
- Analyzes the economic factors that affect the district and can improve educational opportunities.  
- Analyzes the impact of the legal systems and rules on the district and community. |
| 10-3 | **Respond to the larger context** | • Communicates effectively about trends and issues affecting the district.  
• Plans for potential changes in response to trends and issues.  
• Maintains an ongoing dialogue with representatives of applicable groups. |
| 10-4 | **Influence the larger context** | • Engages staff in developing projects and policies that benefit the district.  
• Plans to study the impact of policies and strategies on the success of the district. |

**Evaluation Process**
The following process is suggested. Some supervisors may have other elements to use in the evaluation process to fit their department and/or the employee’s position.

- Inform the administrator/manager/supervisor you will be completing an evaluation.
- Send the standards and an outline of the form or format you will use in the evaluation process.
- If you expect the employee to send you any evidence of performance and/or a list of accomplishments ahead of time, let them know exactly what you want from them and give them a due date to get the information to you.
- Send a calendar invitation to the employee for a day and time to go over their evaluation so that you both know when and where the meeting will take place.
- Using the above suggested performance standards as applicable, write a narrative in the format of your choice or using the “Administrator/Manager/Supervisor Performance Evaluation” narrative form.
- The narrative should summarize:
  - How the employee has performed
  - Areas of strength
  - Areas for growth, if applicable.
- At the meeting:
  - Allow the employee to look over the evaluation form/narrative and walk them through each portion of it.
  - Allow the employee to respond to each portion, listen, and take notes.
  - Discuss areas of strength.
  - Discuss areas for improvement.
  - Be sure both you and the employee sign the form/narrative.
- Make two copies – one for your records and one for the employee.
- Send the original to Human Resources:
  - District mail – Viki Berry, Human Resources Office
  - In person – Viki Berry, Human Resources Office
  - Email – hr-evaluation@4j.lane.edu
- If you have questions or need assistance, please contact Tryna Luton, Staff Growth & Effectiveness Administrator – 541-790-7662 or luton_t@4j.lane.edu