



Central Administrator Evaluation System
2021-2022

Dear colleague:

Welcome to 2021-2022 academic year. As part of your evaluation this year, the district will utilize a few documents to support the process. The district's evaluation system maintains the following principles:

- Evaluation should be a process not an event.
- Evaluation should be a collaborative process between the evaluator and employee.
- Evaluation should be reflective of true performance.
- Promote professional growth.

The evaluation process will adhere to these deadlines:

1. Meeting to discuss evaluation process and Professional Growth Plan due no later than **November 18, 2021**
 - Employees complete sections and review them with their supervisor.

3. Summative Evaluation is due no later than **July 15, 2022**
 - Complete the Administrative Staff Summative Evaluation Form.
 - The evaluator determines the "Overall Rating".
 - Submit the Summative Evaluation Form to the Office of Human Resources

Other general expectations:

- As a D60 administrator, you should always be professional and positive.
- You should always have your district cell phone on and with you at all times.
 - Check email and voice mail daily.
- Follow chain of command protocol: notify your supervisor first. Ensure no surprises.

The district strives to make all evaluation-related documents user friendly for all to refer to during the school year. As a district, we are committed to the success of our students and your success as an administrator. Your supervisor will review these documents with you.

Pueblo School District 60
Administrator Professional Growth Plan

This form is due to supervisor no later than November 30, 2021.

Name:

School Year:

Department:

Position:

Name of Evaluator:

The development of a Professional Growth Plan along with specific goals is a mutual effort between the administrator and the evaluator.

Professional practice goals focus on improving the professional practices and responsibilities relative to the Performance Areas outlined in the D60 Administrator Evaluation System.

The professional growth plan with goal-setting encourages employee reflection based on the self-assessment and performance feedback. Staff are empowered to determine the selection of their own professional growth goal based on their level of performance as evidenced in the Performance Areas. The process places emphasis on improving professional practice through continual professional development of the employee.

Individuals must identify the following:

- One Student Achievement or a District Strategic Plan goal (All Employees)
- For employees with less than satisfactory performance, one to two additional goals as determined with Supervisor.

Specific Goals:

Goal #1 (required):

Goal #2(optional):

Goal #3 (optional):

Professional Practice Goal. *(Performance Area(s) addressed in my goals)*

- Performance Area Standard #1: Student Achievement
- Performance Area Standard #2: Strategic Plan
- Performance Area Standard #3: Professional Conduct
- Performance Area Standard #4: Teamwork
- Performance Area Standard #5: Leadership
- Performance Area Standard #6: Quality of Work
- Performance Area Standard #7: Communication
- Performance Area Standard #8: Safety/Legal Compliance
- Other

Check Box

How it will be **measured**?

What is the plan of **action**?

What **resources** are needed?

What is the **time frame** for actions of this goal and when will results monitoring occur?

Evaluation of progress on the goal End Of Year Review Meeting: by July 15, 2022

<input type="checkbox"/>	No actions have been taken to work on the goal
<input type="checkbox"/>	Action steps are being taken to work on the goal
<input type="checkbox"/>	Action steps are being taken to work on the goal and there is measurable evidence that the goal is being completed
<input type="checkbox"/>	The goal has been completed and data supports the goal completion
<input type="checkbox"/>	The skills and knowledge gained by completing the goal have become fully operationalized

Employee's comments:

Supervisor's comments:

**Pueblo School District 60
Administrator Summative Evaluation Form**

Name:

School Year:

Department:

Position:

Name of Evaluator:

Complete the Performance Criteria Rubric for each Skill Area, and then record the employee's rating on the matrix below.
N/A = Not Applicable; A = Accomplished; P = Proficient; N = Needs Improvement.

	N/A	Accomplished	Proficient	Needs Improvement
Student Achievement				
District Strategic Plan				
Professional Conduct				
Teamwork				
Leadership				
Quality of Work				
Communication				
Safety/Legal Compliance				

Overall rating:

General comments:

Strengths:

Area(s) needing improvement:

I have read this form and understand it will be part of my permanent employee record. Further, I understand my signature verifies that I have read the above information and have met with my evaluator to discuss this observation. It does not indicate whether I agree or disagree. Employee may attach comments concerning the evaluation.

Employee Signature _____

Date _____

Evaluator Signature _____

Date _____

* The evaluator determines the "Overall Rating"

APPENDIX A
Pueblo School District 60
Rubric for SMARTER Goals

Continuum of Performance



Professional Performance Goal	<ul style="list-style-type: none"> <input type="checkbox"/> Goal is tied to Professional Performance Area Standard(s) <input type="checkbox"/> Proficiently written as a SMARTER goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Goal is tied to Professional Performance Area Standard(s) <input type="checkbox"/> Proficiently written as a SMARTER goal <input type="checkbox"/> Goal is challenging and attainable 	<ul style="list-style-type: none"> <input type="checkbox"/> Goal is tied to Professional Performance Area Standard(s) <input type="checkbox"/> Proficiently written as a SMARTER goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Goal is tied to Professional Performance Area Standard(s) <input type="checkbox"/> Proficiently written as a SMARTER goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration <input type="checkbox"/> Goal is tied to the success of the team, department, school, or district 	<ul style="list-style-type: none"> <input type="checkbox"/> Goal is tied to Professional Performance Area Standard(s) <input type="checkbox"/> Proficiently written as a SMARTER goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration <input type="checkbox"/> The work of the goal will influence the work of others and will move others forward in their professional practice.
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APPENDIX B

Administrator Evaluation Performance Area Standard Rubric

Professional Performance Area Standard #1: Student Achievement

The employee is involved in accurately and proactively targeting appropriate areas for district schools to improve student learning and growth. The employee should help develop collaborative structures for working with school principals and other administrators to create school environments that improve student engagement and learning.

Skills	Needs Improvement	Proficient	Accomplished
Supporting student achievement	Does not support student achievement in daily activities, if applicable to job responsibilities.	<p>Expects that central office staff and principals foster and carry out district achievement and instructional goals.</p> <p>Allocates necessary resources, including time and personnel to achieve the district’s goals for achievement and instruction.</p>	<p>Holds principals and other district leaders accountable for instructional goals and supporting teacher needs. Builds the capacity of principals and other district leaders to design systems to equitably manage human and financial resources. Ensures that instructional time is valued and protected across the district. Expands recognition of and rewards for improved student achievement.</p>
Equity	Shows little concern for equity for student achievement.	Ensures that schools have a clear mission focused on serving all students. Builds a community understanding of what is required to ensure student success.	Conveys a shared understanding as to the importance of equity and access for each student. Leverages policies and procedures and motivates others to maintain a high priority on equity and access for all learners. Ensures that all parental and community involvement activities respect the cultures and traditions of the Pueblo and D60 communities.

Professional Performance Area Standard #2: District Strategic Plan

The employee must have the capacity to articulate both the district’s strategic plan and a set of practices that send a clear message of the district’s priorities. This is a message not only for educators, but for the community at large. This message creates public understanding of what Pueblo School District 60 is trying to do to prepare students for college and workforce readiness and lead a life of purpose and impact.

Skills	Needs Improvement	Proficient	Accomplished
Awareness	Shows little knowledge of the district’s Strategic Plan.	Recognizes the importance of Strategic Plan.	Embraces the Strategic Plan as a foundational building block for the district’s overall success.
Application	Does not apply the Strategic Plan in daily job-related responsibilities and tasks.	Applies the Strategic Plan toward job-related responsibilities.	Identifies and acts on opportunities to advance the Strategic Plan on a regular basis.
Internal and External Partnerships	Does not seek opportunities to share the Strategic Plan with others—either internally or externally.	Builds relationships within and beyond the school community that ensure an understanding and appreciation of the District’s Strategic Plan.	Leverages relationships and partnerships to affect community-wide change that improves both the community and work of the district. Inspires community trust in the district through sharing the mission, vision and core values of the Strategic Plan with others.
Supports District’s Core Values	Is not familiar with the District’s Core Values and does not apply on a regular basis.	Understands the importance of the District’s Core Values and holds him/herself accountable incorporating them into daily work.	Inspires others to embrace the District’s Core Values to meet district goals for student achievement, instruction and operational success.

Professional Performance Area Standard #3: Professional Conduct

The employee contributes to a positive, productive work environment and conveys a professional image of the work place to others. Engages in positive interactions with others and approaches conflict in a diplomatic way.

Skills	Needs Improvement	Proficient	Accomplished
Responsibility and Contributions	Does not complete tasks in a timely manner. Unable to handle more than one responsibility at a time. Does not contribute to a positive working environment. Does not follow District policies, state or federal regulations, written or verbal directions.	Completes tasks in a timely manner. Able to handle several responsibilities concurrently. Consistently contributes to a positive working environment. Consistently follows District policies, state and federal regulations, written and verbal directions.	Completes tasks in a timely manner and is able to handle several responsibilities concurrently. Identifies and acts on opportunities to assist others in completing their work loads. Creates a positive working environment. Consistently follows District policies, state and federal regulations, written and verbal directions and the Master Agreement. Helps others to understand and uphold policies, regulations, and master agreements.
Adaptability	Unwilling to adapt to changes in the work place.	Adapts to changes in the work place. Able to change plans when necessary.	Anticipates when changes in the work place are necessary and adapts to those changes easily. Continually adapts plans according to the needs that arise.
Diplomacy	Does not engage in feedback to improve performance. Takes offense when suggestions are made. Does not manage conflict in a constructive manner. Creates situations that bring conflict.	Engages in feedback to improve performance. Does not take offense when suggestions are made. Manages conflict in a positive manner and seeks to minimize situations that cause conflict.	Initiates dialogue, receiving and giving feedback, to improve performance. Manages conflict in a positive, constructive manner that is beneficial to other District staff, and District stakeholders.

Professional Performance Area Standard #4: Teamwork

The employee maintains a collaborative relationship with others. Shows support, respect and value in the contribution of all staff members. Contributes to the achievement of building, department and district goals with an appropriate balance between personal effort and team work.

Skills	Needs Improvement	Proficient	Accomplished
Cooperative	Resistant to or takes action against the decisions, policies, and goals of the building, department, or district.	Supports the work, decisions, policies, and goals of the building, department, or district and takes action.	Promotes the work, decisions, policies, and goals of the building, department, and district. Takes action to help clarify decisions, policies, and goals for others.
Contributor and Problem Solver	Makes infrequent contributions to ideas and/or efforts seeking resolution of issues. Does not actively seek solutions to problems in the work environment.	Regularly contributes to ideas and efforts in seeking resolution of issues and/or solutions to problems in the work environment.	Consistently contributes to ideas and efforts in seeking resolution of issues and/or solutions to problems in the work environment. Actively promotes problem solving and seeks the contributions of others in that process.
Works Collaboratively with Others and Values the Ideas of Others	Frequently closed-minded, judgmental, and/or unresponsive to the ideas expressed by others.	Generally open-minded, nonjudgmental, and responsive to the ideas of others.	Consistently open-minded, nonjudgmental, and responsive to the ideas of others. Encourages the participation of others.

Professional Performance Area Standard #5: Leadership

The employee seeks to understand the organization as a whole. The employee takes steps to develop themselves as well as others.

Skills	Needs Improvement	Proficient	Accomplished
Growth and Development	Does not utilize goal setting process within the evaluation system as an opportunity for growth and development.	Utilize goal setting process within the evaluation system as an opportunity to grow and develop. Recognizes potential within self.	Utilizes goal setting process within the evaluation system as an opportunity to grow and develop. Recognizes potential within self and others. Motivates and inspires. Seeks opportunities to assume leadership roles in the building/department and in the district.
Understands their Role	Struggles to understand their role within their building/department and the district.	Understands their role within the building/department and understands how their work fits into the district.	Understands their impact within the building/department and district and demonstrates the ability to look at the district through multiple viewpoints in order to support the work of the district. Is a role model to others.
Implements Change and Innovation	Is not interested in using innovative ideas as a catalyst for growth and development— either personally or for district success.	Provides leadership for central office and principals as to how to implement district goals. Recognizes the implications of change in implementing district goals and the strategic plan.	Promotes innovation at the district and school level within the context of district goals and the strategic plan. Promotes and strategically leads innovation that demonstrates improvement in student learning and/or district operations. Inspires others to embrace change necessary to meet district goals.

Professional Performance Area Standard #6: Quality of Work

The employee possesses the knowledge and skills necessary to take initiative and efficiently complete essential duties and job responsibilities as outlined in the job description to generate a quality work product.

Skills	Needs Improvement	Proficient	Accomplished
Knowledge and Skills	Does not demonstrate skills needed to perform essential duties and job responsibilities as outlined in the job description. Does not demonstrate proper use of tools and equipment required by the job. Does not demonstrate a comprehensive understanding of job-related procedures.	Demonstrates skills needed to perform essential duties and job responsibilities as outlined in the job description. Demonstrates proper use of tools and equipment required by the job. Demonstrates a comprehensive understanding of job-related procedures.	Consistently demonstrates the ability to perform the essential duties and responsibilities as outlined in the job description. Serves as a resource for others. Seeks opportunities to expand in essential duties and responsibilities as outlined in the job description.
Initiative	Requires ongoing supervision to initiate and/or complete essential duties and responsibilities as outlined in the job description.	Completes essential duties and responsibilities as outlined in the job description with minimal supervision.	Consistently completes essential duties and responsibilities as outlined in the job description with minimal supervision. Proactively seeks ways to support the work of others and to advance the goals of the district. Is self-directed and resourceful.
Efficiency and Productivity	Uses time inefficiently and frequently exceeds deadlines for completing work.	Consistently completes tasks with minimal errors in a timely manner.	Consistently completes tasks with minimal errors in a timely manner; and seeks ways to improve efficiencies within the district.

Professional Performance Area Standard #7: Communication

The employee presents information and ideas clearly, effectively and accurately in a variety of ways both oral and written. Keeps his or her supervisor, staff, parents, students, community and district informed, as applicable to the employee's job. Listens well, asks appropriate questions and seeks clarity when needed.

Skills	Needs Improvement	Proficient	Accomplished
Listening	Is not attentive or does not show interest in information given.	Is responsive and thoughtful.	Displays interest in what is being said and asks clarifying questions when needed.
Responding	Does not acknowledge information or provide feedback.	Acknowledges that information is both received and understood. Able to correspond both orally and in writing in a timely manner.	Acknowledges that information is received and seeks clarification when needed. Shows keen interest, and gives close and thoughtful attention to information. Has the ability to help others express needs, expectations, & goals in a clear, concise, logical way.
Presenting	Communicates in a negative manner. Is unmotivated and lacks ability to express needs or expectations.	Communicates with others in a clear and positive manner.	Consistently communicates with students, parents, staff, supervisor, and district in a positive and clear manner, with the ability to express needs, expectations, and goals for all.

Professional Performance Area Standard #8: Safety and Legal Compliance

Safety and legal compliance in the work place involves an awareness and adherence to all safety and legally mandated procedures. The employee must practice safety work habits, report possible safety hazards and/or legal concerns to supervisor and attend all safety training that is provided.

Skills	Needs Improvement	Proficient	Accomplished
Follows procedures	Does not follow district safety or legal procedures. Shows little awareness of possible safety and legal hazards. Does not report possible safety hazards or legal concerns to supervisor.	Follows district safety and legal procedures.	Consistently follows and implements district safety and legal procedures to keep the work place, staff, and students safe.
Awareness	Shows little concern for safety in the work place or for staff and students.	Recognizes and reports possible safety hazards and/or legal concerns to supervisor.	Serves as a safety and/or legal resource to others. May provide training. May serve as a member of the district's or a building safety team.
Awareness and application of procedures	Is not aware of and does not follow the district's safety and legal protocols.	Practices the district's safety and legal protocols. Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary.	Applies the district's safety and legal measures appropriately and consistently. Takes corrective action when necessary. Effectively manages federal and state mandates to improve student learning and/or overall district operations.