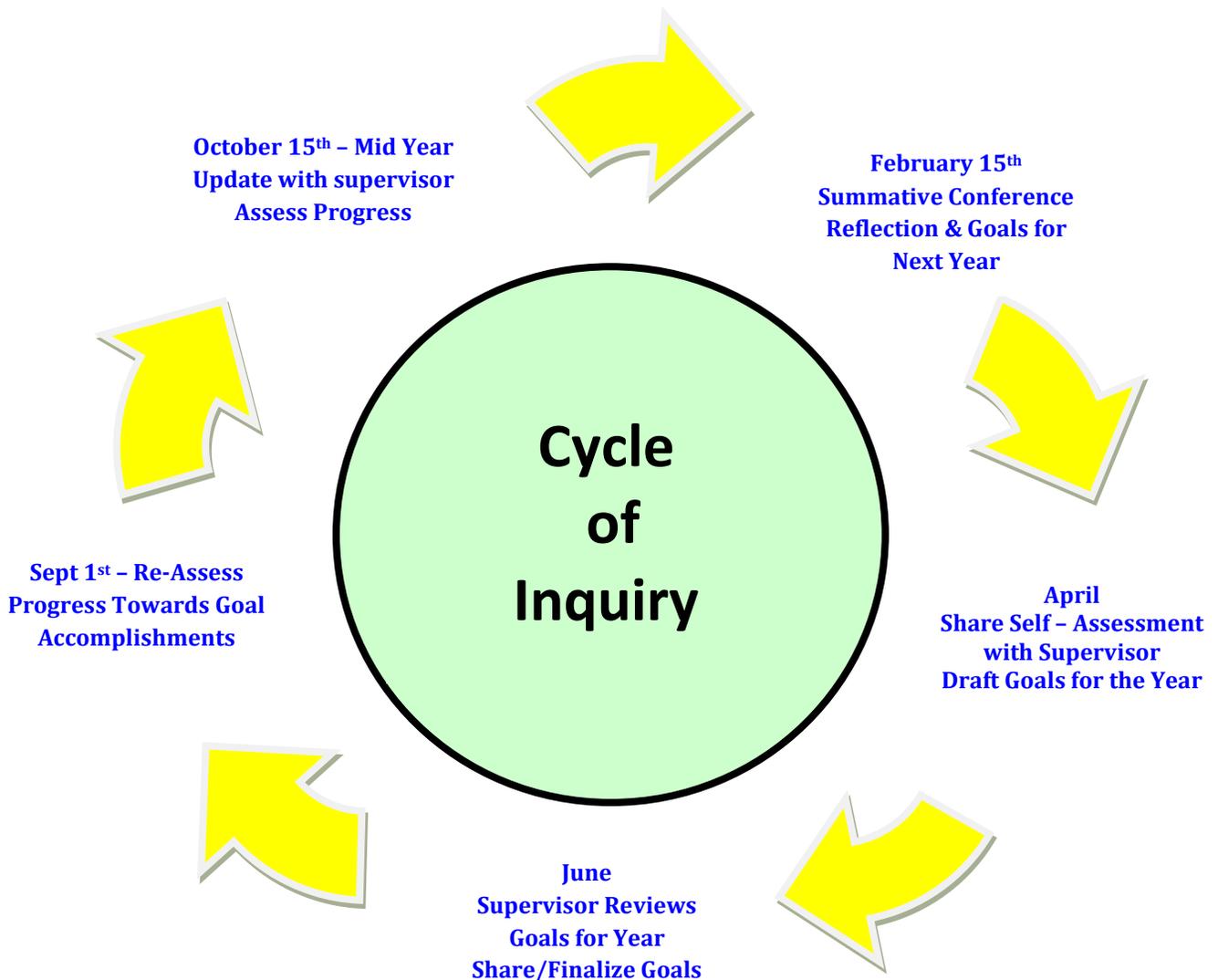# GONZALES UNIFIED SCHOOL DISTRICT

Administrative Evaluation Process

ADMINISTRATIVE CYCLE OF INQUIRY

The GUSD Administrative Cycle of Inquiry outlines the process in the GUSD administrative evaluation system. The cycle of inquiry is an ongoing process and is designed to foster administrative professional growth and increase student achievement and success. The GUSD Professional Standards for Administrators functions as a guide to clarify expectations for supervisors and administrators, as well as to provide for shared discussions.

October 15th – Mid Year Update with supervisor Assess Progress

February 15th Summative Conference Reflection & Goals for Next Year

Cycle of Inquiry

Sept 1st – Re-Assess Progress Towards Goal Accomplishments

April Share Self – Assessment with Supervisor Draft Goals for the Year

June Supervisor Reviews Goals for Year Share/Finalize Goals

Updated 2/2013

Timeline for Administrative Cycle of Inquiry

March

- Cycle begins March 1st (continuing administrators)
- Self Assessment using continuum

April / May

- Share assessment with supervisor
- Draft goals for the upcoming year
- Plan professional growth and support needed
- Individual reflection

June

- Prepare goals for review with supervisor
- Reflective conversation with supervisor to review goals for year
- Share/Finalize goals I collaboration with supervisor

July / August

- Individual reflection
- For new administrators – conduct self assessment using continuum & develop goals for upcoming year – identify needs – reflective conversation with supervisor regarding goals
- Develop plans for implementation of objectives

September

- Assess progress towards goal accomplishments
- Re-assess goals and modify as needed
- Individual Reflection
- Informal reflective conversation with supervisor regarding progress

October / November

- October 15th – Formal Midyear Review with Supervisor: assess progress and update goals as needed
- Individual Reflection

January / February

- **February 15th** – Summative Conference and Evaluation based on progress towards goals and overall evaluation of performance based on Professional Standards for Administrators
- Reflection & Goals for Next Year

Updated 2/2013

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

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 of learning that is shared and supported by the school community.

★ Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

★ Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.

★ Use the influence of diversity to improve teaching and learning.

★ Identify and address any barriers to accomplishing the vision.

★ Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.

★ Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

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.

★ Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.

★ Promote equity, fairness, and respect among all members of the school community.

★ Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.

★ Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.

★ Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.

★ Create an accountability system grounded in standards-based teaching and learning.

★ Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

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.

★ Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

★ Utilize effective and nurturing practices in establishing student behavior management systems.

★ Establish school structures and processes that support student learning.

★ Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.

★ Align fiscal, human, and material resources to support the learning of all subgroups of students.

★ Monitor and evaluate the program and staff.

★ Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

California Professional Standards for Educational Leaders

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

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.

★ Recognize and respect the goals and aspirations of diverse family and community groups.

★ Treat diverse community stakeholder groups with fairness and respect.

★ Incorporate information about family and community expectations into school decision-making and activities.

★ Strengthen the school through the establishment of community, business, institutional, and civic partnerships.

★ Communicate information about the school on a regular and predictable basis through a variety of media.

★ Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

★ Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.

★ Protect the rights and confidentiality of students and staff.

★ Use the influence of office to enhance the educational program, not personal gain.

★ Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

★ Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.

★ Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.

★ Reflect on personal leadership practices and recognize their impact and influence on the performance of others.

★ Engage in professional and personal development.

★ Encourage and inspire others to higher levels of performance, commitment, and motivation.

★ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

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.

★ Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

★ Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.

★ Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

★ Generate support for the school by two-way communication with key decision-makers in the school community.

★ Collect and report accurate records of school performance.

★ View oneself as a leader of a team and also as a member of a larger team.

★ Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

21ST CENTURY LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires school leaders to model life and career skills in the educational setting.

FLEXIBILITY AND ADAPTABILITY

ADAPT TO CHANGE
- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

BE FLEXIBLE
- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

MANAGE GOALS AND TIME
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

WORK INDEPENDENTLY
- Monitor, define, prioritize and complete tasks without direct oversight

BE SELF-DIRECTED LEARNERS
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

INTERACT EFFECTIVELY WITH OTHERS
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

WORK EFFECTIVELY IN DIVERSE TEAMS
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

MANAGE PROJECTS
- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended results

PRODUCE RESULTS
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
    - Work positively and ethically
    - Manage time and projects effectively
    - Multi-task
    - Participate actively, as well as be reliable and punctual
    - Present oneself professionally and with proper etiquette
    - Collaborate and cooperate effectively with teams
    - Respect and appreciate team diversity
    - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

GUIDE AND LEAD OTHERS
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

BE RESPONSIBLE TO OTHERS
- Act responsibility with the interests of the larger community in mind

Self-Assessment of School Administrator Characteristics
Professional Administrative Services Credential Program

Name: **Site:**

Date:

Use this form to rate yourself and identify areas of strength and goals for improvement and growth.

Rating Scale:
0 = Not yet or not applicable   3 = Standard – does this
1 = Needs to learn more   4 = above standard – excels in this and could teach others
2 = Awareness only

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 of learning that is shared and supported by the school community.	Levels of Performance				
	0	1	2	3	4
Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.					
Communicate the shared vision so that the entire school community understands and acts on the school's mission to become a standards-based educational system,					
Use the influence of diversity to improve teaching and learning.					
Identify and address any barriers to accomplishing the vision.					
Shape school programs, plans, and activities to ensure they are integrated, articulated through the grades, and consistent with the vision.					
Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and subgroups of students.					

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	Levels of Performance				
	0	1	2	3	4
Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work					
Promote equity, fairness, and respect among all members of the school community					
Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology					
Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards					
Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility					
Create an accountability system grounded in standards-based teaching and learning.					
Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.					

Standards 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.	Levels of Performance				
	0	1	2	3	4
Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff					
Utilize effective and nurturing practices in establishing student behavior management systems					
Establish school structures and processes that support student learning.					
Utilize effective systems management, organizational development, and problem solving and decision-making techniques.					
Align fiscal, human and material resources to support the learning of all subgroups of students.					
Monitor and evaluate the programs and staff.					
Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff					

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	Levels of Performance				
	0	1	2	3	4
Recognize and respect the goals and aspirations of diverse family and community groups					
Treat diverse community stakeholder groups with fairness and respect					
Incorporate information about family and community expectations into school decision-making and activities					
Strengthen the school through the establishment of community, business, institutional and civic partnerships					
Communicate information about the school on a regular and predictable basis through a variety of media.					
Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services					

Self-Assessment of School Administrator Characteristics
Professional Administrative Services Credential Program

Standard 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity	Levels of Performance				
	0	1	2	3	4
Model personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others					
Protect the rights and confidentiality of students and staff.					
Use the influence of the office to enhance the educational programs, not personal gain.					
Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.					
Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.					
Demonstrates skills in decision-making, problem solving, change management, planning, conflict management and evaluation					
Reflect on personal leadership practices and recognize their impact and influence on the performance of others					
Engages in professional and personal development					
Encourage and inspire others to higher levels of performance, commitment, and motivation.					
Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.					

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	Levels of Performance				
	0	1	2	3	4
Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning					
Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.					
Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements					
Generate support for the school by two-way communication with key decision-makers in the school community.					
Collect and report accurate records of school performance.					
View oneself as a leader of a team and also as a member of a larger team.					
Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.					

Self-Assessment of District Leadership Characteristics
21st Century Life and Career Skills

Name: **Title/Department:** _____

Date: _____

Use this form to rate yourself and identify areas of strength and goals for improvement and growth.

Rating Scale:
0 = Not yet or not applicable   3 = Standard – does this
1 = Needs to learn more   4 = above standard – excels in this and could teach others
2 = Awareness only

Flexibility & Adaptability	**Levels of Performance**				
	0	**1**	**2**	**3**	**4**
ADAPT TO CHANGE					
Adapt to varied roles, job responsibilities, schedules and contexts					
Work effectively in a climate of ambiguity and changing priorities					
BE FLEXIBLE					
Incorporate feedback effectively					
Deal positively with praise, setbacks and criticisms					
Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments					

INITIATIVE AND SELF-DIRECTION	**Levels of Performance**				
	0	**1**	**2**	**3**	**4**
MANAGE GOALS AND TIME					
Set goals with tangible and intangible success criteria					
Balance tactical (short-term) strategic (long-term) goals					
Utilize time and manage workload efficiently					
WORK INDEPENDENTLY					
Monitor, define, prioritize and complete tasks without direct oversight					
BE SELF-DIRECTED LEARNERS					
Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise					
Demonstrate initiative to advance skill levels towards a professional level					
Demonstrate commitment to learning as a lifelong process					
Reflect critically on past experiences in order to inform future progress					

SOCIAL AND CROSS-CULTURAL SKILLS	**Levels of Performance**				
	0	**1**	**2**	**3**	**4**
INTERACT EFFECTIVELY WITH OTHERS					
Know when it is appropriate to listen and when to speak					
Conduct themselves in a respectable, professional manner					
WORK EFFECTIVELY IN DIVERSE TEAMS					
Respect cultural differences and work effectively with people from a range of social and cultural backgrounds					
Respond open-mindedly to different ideas and values					
Leverage social and cultural differences to create new ideas and increase both innovation and quality of work					

Self-Assessment of District Leadership Characteristics
21st Century Life and Career Skills

PRODUCTIVITY AND ACCOUNTABILITY	Levels of Performance				
	0	1	2	3	4
MANAGE PROJECTS					
Set and meet goals, even in the face of obstacles and competing pressures					
Prioritize, plan and manage work to achieve the intended results					
PRODUCE RESULTS demonstrate additional attributes associated with production high quality products including the abilities to:					
Work positively and ethically					
Manage time and projects effectively					
Multi-task					
Participate actively, as well as be reliable and punctual					
Present oneself professionally and with proper etiquette					
Collaborate and cooperate effectively with teams					
Respect and appreciate team diversity					
Be accountable for results					

LEADERSHIP AND RESPONSIBILITY	Levels of Performance				
	0	1	2	3	4
GUIDE AND LEAD OTHERS					
Use interpersonal and problem-solving skills to influence and guide others toward a goal					
Leverage strengths of others to accomplish a common goal					
Inspire others to reach their very best via example and selflessness					
Demonstrate integrity and ethical behavior in using influence and power					
BE RESPONSIBLE TO OTHERS					
Act responsible with the interests of the larger community in mind					

Goal Setting Worksheet

Standard Addressed: _____

Areas of Strength	Action Plan to Support Identified Areas of Growth
Areas of Desired Growth	
Identified Support Needed to Achieve Goals	**Administrator** _____. **Supervisor** _____. **Date** _____.

Employee _____ Evaluation Year_____

School Site/District
Area of Responsibility_____ Evaluator_____

RATING SCALE				
E = Exceeds District Standards	**S = Satisfies District Standards**	**N = Needs Improvement**	**U = Unsatisfactory**	**N/O = Not Observed**

STANDARD ONE:

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school/district community.

	1.1 Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
	1.2 Communicate the shared vision so that the entire school community understands and acts on the school's mission to become a standards-based educational system.
	1.3 Use the influence of diversity to improve teaching and learning.
	1.4 Identify and address any barriers to accomplishing the vision.
	1.5 Shape school programs, plans, and activities to ensure they are integrated, articulated through the grades, and consistent with the vision.
	1.6 Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and subgroups of students.

Strengths	Concerns

STANDARD TWO:

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	2.1 Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
	2.2 Promote equity, fairness, and respect among all members of the school community.
	2.3 Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
	2.4 Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
	2.5 Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
	2.6 Create an accountability system grounded in standards-based teaching and learning.
	2.7 Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Strengths	Concerns

STANDARD THREE:

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

	3.1 Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
	3.2 Utilize effective and nurturing practices in establishing student behavior management systems.
	3.3 Establish school structures and processes that support student learning.
	3.4 Utilize effective systems management, organizational development, and problem solving and decision-making techniques.
	3.5 Align fiscal, human and material resources to support the learning of all subgroups of students.
	3.6 Monitor and evaluate the programs and staff.
	3.7 Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Strengths	Concerns

STANDARD FOUR:

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

	4.1 Recognize and respect the goals and aspirations of diverse family and community groups.
	4.2 Treat diverse community stakeholder groups with fairness and respect.
	4.3 Incorporate information about family and community expectations into school decision-making and activities.
	4.4 Strengthen the school through the establishment of community, business, institutional and civic partnerships.
	4.5 Communicate information about the school on a regular and predictable basis through a variety of media.
	4.6 Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services

Strengths	Concerns

STANDARD FIVE:	
Modeling a personal code of ethics and developing professional leadership capacity	
	5.1 Model personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
	5.2 Protect the rights and confidentiality of students and staff.
	5.3 Use the influence of the office to enhance the educational programs, not personal gain.
	5.4 Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
	5.5 Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
	5.6 Demonstrates skills in decision-making, problem solving, change management, planning, conflict management and evaluation
	5.7 Reflect on personal leadership practices and recognize their impact and influence on the performance of others
	5.8 Engages in professional and personal development.
	5.9 Encourage and inspire others to higher levels of performance, commitment, and motivation.
	5.10 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Strengths	Concerns

STANDARD SIX:	
Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context	
	6.1 Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
	6.2 Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
	6.3 Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
	6.4 Generate support for the school by two-way communication with key decision-makers in the school community.
	6.5 Collect and report accurate records of school performance.
	6.6 View oneself as a leader of a team and also as a member of a larger team.
	6.7 Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Strengths	Concerns

OVERALL EVALUATION OF STANDARDS

STANDARD	E	S	N	U	N/O
1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community/ department/district					
2. Advocating, nurturing, and sustaining a school/district culture and instructional program conducive to student learning and staff professional growth.					
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment					
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.					
5. Modeling a personal code of ethics and developing professional leadership capacity.					
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.					

GROWTH GOAL:

Employee	Evaluator
Date	Date

Employee _____ **Evaluation Year** _____

School Site/
Area of Responsibility _____ **Evaluator** _____

MANAGEMENT LIFE & CAREER SKILLS COMPETENCIES

E = Exceeds District Standards	S = Satisfies District Standards	N = Needs Improvement	U = Unsatisfactory	N/O = Not Observed

FLEXIBILITY AND ADAPTABILITY

Rating	Adapt to Change
	Adapt to varied roles, jobs responsibilities, schedules and contexts
	Work effectively in a climate of ambiguity and changing priorities

Rating	Be Flexible
	Incorporate feedback effectively
	Deal positively with praise, setbacks and criticism
	Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Strengths	Concerns

INITIATIVE AND SELF-DIRECTION

Rating	Manage Goals and Time
	Set goals with tangible and intangible success criteria
	Balance tactical (short-term) and strategic (long-term) goals
	Utilize time and manage workload efficiently

Rating	Work Independently
	Monitor, define, prioritize and complete tasks without direction

Rating	Be Self-directed Learners
	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and

17

	opportunities to gain expertise
	Demonstrate initiative to advance skill levels towards a professional level
	Demonstrate commitment to learning as a lifelong process
	Reflect critically on past experiences in order to inform future progress

Strengths	Concerns

SOCIAL AND CROSS-CULTURAL SKILLS

Rating	Interact Effectively with Others
	Know when it is appropriate to listen and when to speak
	Conduct themselves in a respectable, professional manner

Rating	Work Effectively in Diverse Teams
	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
	Respond open-mindedly to different ideas and values
	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Strengths	Concerns

PRODUCTIVITY AND ACCOUNTABILITY

Rating	MANAGE PROJECTS
	Set and meet goals, even in the face of obstacles and competing pressures.
	Prioritize, plan and manage work to achieve the intend result

Rating	Produce Results Demonstrate additional attributes associated with producing high quality products including the abilities to:
	Work positively and ethically
	Manage time and projects effectively
	Multi-task
	Participate actively, as well as be reliable and punctual
	Present oneself professionally and with proper etiquette
	Collaborate and cooperate effectively with teams
	Respect and appreciate team diversity
	Be accountable for results

Strengths	Concerns

LEADERSHIP AND RESPONSIBILITY

Rating	Guide and Lead Others
	Use interpersonal and problem solving skills to influence and guide others toward a goal
	Leverage strengths of others to accomplish a common goal
	Inspire others to reach heir very best via example and selflessness

Rating	Be Responsible to Others
	Act responsible with the interests of the larger community in mind

Strengths	Concerns

Rating	Overall Performance	
	Comments:	
	Strengths	**Concerns**

Signatures

_____   _____

Evaluator   Date:

Employee's Statement:

This report has been discussed with me in conference with the evaluator.   An opportunity has been extended to me to attach additional comments regarding this evaluation which will become part of the Personnel File.

A signature on this evaluation does <u>not</u> signify agreement with the evaluation, but rather receipt of the evaluation.

_____   _____

Employee's Signature   Date