

**Personnel Commission
William S. Hart Union High School District**

**Administrative and Confidential Staff
Performance Evaluation**

Name:	Position:
Evaluation Period:	Type of Evaluation:

Purpose:

The purpose of this evaluation is to provide a systematic, objective and entirely constructive method of evaluating and informing an administrative employee of the effectiveness of the employee's performance and contribution to the overall purpose and mission of the District. The evaluation is designed to achieve a mutual understanding between the District and the employee regarding levels of past performance, identification of strengths and weaknesses, means for improving performance, and expectations for future performance. In view of these purposes, this evaluation deserves the careful attention and best judgment of all concerned.

Instructions:

Read carefully the definitions of "degrees" and the evaluation factors. Evaluate each factor separately. Provide comments and/or suggestions for each evaluation factor. If Degree 1 is indicated, suggestions for improvement must be provided.

Definitions of Performance Level Degrees:

- Degree 1 Performance shows deficiencies which seriously interfere with the attainment of the principal objectives of the position. Improved performance on this factor is needed which requires a serious and concentrated effort on the part of the employee to reach a satisfactory level.

- Degree 2 Performance shows attainment of the principle objectives of the position. Performance is consistent with reasonable expectations of a well-trained, competent person in this position classification.

- Degree 3 Performance shows consistent and important contributions which exceed normal expectations. Performance achievements are distinctive and unique and are beyond the principle objectives of the position.

- N Use this category when there has been no opportunity to observe or evaluate the employee on this factor.

Evaluation Factors

Performance Level Degrees

	N	1	2	3
ACCOMPLISHMENTS				
Consider quality, quantity, and timeliness of accomplishments.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
JOB KNOWLEDGE				
Consider depth, breadth, application, and acquisition of knowledge.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
PROBLEM SOLVING				
Consider the ability to identify causes of problems, to recognize critical elements of problems, and to solve many different problems concurrently.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
COOPERATION				
Consider effectiveness of interactions with superiors, peers, and other organizational units and willingness to assist and guide others.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
JUDGMENT				
Consider the qualities necessary to accurately assess and appraise the character and abilities of people, consequences of action and decisions, and the relevant important of facts and data.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
ADAPTABILITY TO CHANGE				
Consider adaptability to rapid change, new situations, and changing priorities.				
<i>Comments and/or Suggestions:</i>				

Evaluation Factor	Performance Level Degrees			
	N	1	2	3
COMMUNICATION SKILLS				
Consider the ability to organize and effectively present information orally and in writing.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
	INITIATIVE and DECISIVENESS			
Consider the ability to take prompt, decisive action and the willingness to accept responsibility for decisions.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
	PERSONAL SKILLS and QUALITIES			
Consider the ability to obtain the support and respect of others, to work under stressful conditions and to be depended upon to meet commitments and work standards while maintaining interest and enthusiasm for the job.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
	CREATIVITY and INNOVATION			
Consider application of innovative concepts and ideas for creative improvement in operations, methods, and procedures.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
	LEADERSHIP			
Consider the establishment of performance standards for the work unit and the training, developing, evaluating, assessing, counseling, and guiding of subordinates.				
<i>Comments and/or Suggestions:</i>				

	N	1	2	3
	MANAGERIAL QUALITIES			
Consider skills in establishing definite goals and objectives, developing plans to achieve desired, timely results, and organizing, directing and coordinating work.				
<i>Comments and/or Suggestions:</i>				

GOALS and OBJECTIVES

State goals and objectives and other significant accomplishments achieved during this evaluation period.

Performance Level Degrees

	N	1	2	3
OVERALL EVALUATION				

State principle reasons for this evaluation.

The development of performance goals and objectives is a collaborative process of employee and District to arrive at a mutual understanding of expectations and accomplishments. It is especially important that both employee and District develop together mutually acceptable goals and objectives statements for the evaluation period. When preparing goals and objectives statements, be certain that they are measurable and verifiable, that they are directly related to the administrator's job, that they are realistic, that they are consistent with policy and practice, and that accountability is clearly established.

State goals and objectives to be accomplished during the next evaluation period.

Prepared by: _____ This appraisal has been reviewed by me and discussed with my supervisor.

Title: _____ Employee Signature: _____

Reviewed by: _____ Position Title: _____

Title: _____ Date: _____

Reviewed by: _____

Title: _____

Date: _____

Employee may attach a statement to this evaluation form if the acknowledging signature does not represent agreement by the employee.