



# Greeley-Evans School District 6 Non-School Site Evaluation Form

EMPLOYEE'S NAME: \_\_\_\_\_

POSITION/TITLE: \_\_\_\_\_

WORK LOCATION: \_\_\_\_\_

EVALUATOR'S NAME: \_\_\_\_\_

POSITION/TITLE: \_\_\_\_\_

PERIOD COVERED: \_\_\_\_\_

DATE(S) OF PROGRESS CONFERENCE(S): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## OVERALL ASSESSMENT

MEETS PERFORMANCE STANDARDS

DOES NOT MEET PERFORMANCE STANDARDS

EMPLOYEE'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

EVALUATOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

REVIEWER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

ASHR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## EVALUATION DEFINITIONS

### **Meets Performance Standards:**

Performance standards are met in a satisfactory manner. An administrator rated “Meets performance standards” must exhibit at least 75% (38) of the 50 indicators listed. In addition, at least the stated minimum of each category must be checked as satisfactory.

### **Does Not Meet Performance Standards:**

Performance not exhibiting at least 38 of the 50 indicators listed will result in a rating of “Does not meet performance standards”. If the performance does not improve, this rating may result in appropriate employment action(s) which may include recommendation for termination.

## **1. PLANNING**

**MEETS (minimum 9 out of 12)**

**DOES NOT MEET**

(A checkmark indicates satisfactory performance.)

- |                          |      |   |
|--------------------------|------|---|
| <input type="checkbox"/> | 1.1  | plans ahead to meet department objectives   |
| <input type="checkbox"/> | 1.2  | supports the vision and mission for the department and district                                   |
| <input type="checkbox"/> | 1.3  | develops action plans for goal achievement and accomplishment                                     |
| <input type="checkbox"/> | 1.4  | understands how one's own behavior impacts the mission of the district                            |
| <input type="checkbox"/> | 1.5  | anticipates possible problems and plans for their solution  |
| <input type="checkbox"/> | 1.6  | adheres to high standards, and insists that all stakeholders participate in reaching them         |
| <input type="checkbox"/> | 1.7  | develops and maintains a work climate that encourages risk taking and trying new approaches       |
| <input type="checkbox"/> | 1.8  | looks for new or innovative ideas, methods, and/or programs to meet department and district needs |
| <input type="checkbox"/> | 1.9  | establishes appropriate time frames for specific tasks  |
| <input type="checkbox"/> | 1.10 | establishes work priorities; separates essential from less essential work                         |
| <input type="checkbox"/> | 1.11 | analyzes and uses the relationship(s) of related issues and groups                                |
| <input type="checkbox"/> | 1.12 | completes tasks   |

### **COMMENTS:**

Next Steps:

**2. JUDGMENT**

MEETS (minimum 4 out of 6)

DOES NOT MEET

(A checkmark indicates satisfactory performance.)

2.1 demonstrates sound analytical ability and professional judgment

2.2 takes appropriate action in recognizing and solving potential problems/complications

2.3 takes responsibility for decisions, including those that may not be popular

2.4 overcomes difficulties and barriers to accomplish assigned tasks

2.5 advises supervisor of changes in work priorities and time requirements promptly

2.6 considers organizational resources in making decisions

**COMMENTS:**

Next Steps:

**3. INTERPERSONAL RELATIONSHIPS/RESPONSIVENESS**

**MEETS (minimum 10 out of 14)**

**DOES NOT MEET**

(A checkmark indicates satisfactory performance.)

- |                          |      |   |
|--------------------------|------|---|
| <input type="checkbox"/> | 3.1  | responds to phone calls, pages, and/or inquiries in a timely manner                           |
| <input type="checkbox"/> | 3.2  | listens attentively and accurately before responding to questions or comments                 |
| <input type="checkbox"/> | 3.3  | encourages individual expression, appreciates diversity, and avoids stereotyping              |
| <input type="checkbox"/> | 3.4  | demonstrates awareness and sensitivity to the feelings, thoughts and expressions of others    |
| <input type="checkbox"/> | 3.5  | consistently displays concern for others regardless of status or position                     |
| <input type="checkbox"/> | 3.6  | accepts interpersonal differences and develops rapport with others                            |
| <input type="checkbox"/> | 3.7  | understands how one's own behavior impacts the department                                     |
| <input type="checkbox"/> | 3.8  | realizes how individual behavior impacts people/groups outside one's own unit                 |
| <input type="checkbox"/> | 3.9  | accepts responsibility and actively works to solve problems                                   |
| <input type="checkbox"/> | 3.10 | responds to suggestions for improvement made by superiors in a constructive manner            |
| <input type="checkbox"/> | 3.11 | recognizes themes, patterns, and causal sequences   |
| <input type="checkbox"/> | 3.12 | devises alternative plans or courses of action; views information from different perspectives |
| <input type="checkbox"/> | 3.13 | demonstrates reliability and dependability  |
| <input type="checkbox"/> | 3.14 | readily takes responsibility for all aspects of a situation/task                              |

**COMMENTS:**

Next Steps:

**4. TECHNICAL PROFICIENCY**

MEETS (minimum 6 out of 8)

DOES NOT MEET

(A checkmark indicates satisfactory performance.)

- |                          |     |  |
|--------------------------|-----|--|
| <input type="checkbox"/> | 4.1 | complies with federal/state/district guidelines  |
| <input type="checkbox"/> | 4.2 | maintains appropriate files required for accountability purposes                                       |
| <input type="checkbox"/> | 4.3 | complies with district policies and procedures   |
| <input type="checkbox"/> | 4.4 | uses established procedures for specific programs  |
| <input type="checkbox"/> | 4.5 | demonstrates inquiry skills sufficient to understand new ideas, solve problems, and generate solutions |
| <input type="checkbox"/> | 4.6 | analyzes and adjusts own work  |
| <input type="checkbox"/> | 4.7 | works independently with minimum supervision   |
| <input type="checkbox"/> | 4.8 | reviews job related documents carefully  |

**COMMENTS**

Next Steps:

## **5. QUALITY OF WRITTEN/ORAL COMMUNICATION**

**MEETS (minimum 7 out of 10)**

**DOES NOT MEET**

(A checkmark indicates satisfactory performance.)

- |                          |      |  |
|--------------------------|------|--|
| <input type="checkbox"/> | 5.1  | adjusts style to the audience during oral communication                              |
| <input type="checkbox"/> | 5.2  | expresses ideas clearly and simply   |
| <input type="checkbox"/> | 5.3  | uses appropriate vocabulary to communicate and share beliefs, ideas, and concepts    |
| <input type="checkbox"/> | 5.4  | uses visual or technological means to clarify or enhance understanding/presentations |
| <input type="checkbox"/> | 5.5  | models effective interpersonal communication skills                                  |
| <input type="checkbox"/> | 5.6  | communicates in an open, honest, and genuine manner                                  |
| <input type="checkbox"/> | 5.7  | expresses ideas in writing clearly, simply, and in correct grammatical form          |
| <input type="checkbox"/> | 5.8  | adjusts the writing style and vocabulary to the audience being addressed             |
| <input type="checkbox"/> | 5.9  | checks for understanding of the message before finalizing communication              |
| <input type="checkbox"/> | 5.10 | checks own written documents and assignments for correctness                         |

### **COMMENTS:**

Next Steps: