

EVALUATION (MANAGEMENT)

A. Purpose and Scope

The purpose of the Performance Evaluation System for Management Personnel is to establish an objective process for evaluating management personnel. The system is designed to help ensure the delivery of high quality educational services to students and to promote management accountability to the Board of Education and community by:

1. Clarifying the performance expectations of managerial personnel in the district
2. Recognizing managerial excellence and organization performance
3. Providing incentives for professional development
4. Identifying, remediating, or removing substandard managerial performance
5. Providing criteria for the selection of future managerial personnel in the district
6. Promoting and strengthening positive relations among members of the management team
7. Promoting and strengthening positive relations between the management team and the Board of Education

B. General

Managerial personnel are evaluated on performance in four general areas. These are (1) administrative skills, (2) communication and interpersonal skills, (3) personal qualities, and (4) leadership.

1. Managerial Practices

The management responsibilities stated are the major criteria which will be used in evaluating management personnel in the Placentia-Yorba Linda Unified School District.

a. Administrative Skills

The effective manager demonstrates skills in organization, staff selection, staff supervision, is open to innovation and change, safe environment, and fiscal responsibility.

Performance Criteria:

- 1) Organization: Delineates responsibilities and authority; establishes direct lines of communication; schedules staff efficiently.
- 2) Staff Selection: Works to assure that a highly qualified staff is selected; cooperates with the Human Resources Department to address staffing needs.
- 3) Staff Supervision: Appraises staff performance objectively, fairly, and in a timely manner.
- 4) Open to Innovation and Change: Considers new ways of doing things; flexible to change and able to lead change.
- 5) Safe Environment: Maintains a working environment that is safe and secure.
- 6) Fiscal Responsibility: Understands and communicates current budget conditions, manages resources efficiently, and supports the district's fiscal decisions.

b. Communication and Interpersonal Skills

The effective manager demonstrates skills in problem solving, community involvement, morale, communication skills, accessibility, and ethics.

Performance Criteria:

- 1) Problem Solving: Encourages cooperation and teamwork among staff; encourages open discussion of issues; addresses student, staff and parent concerns in a timely and professional manner.
- 2) Community Involvement: Collaborates with families and community members, understands and appreciates diverse community interests and needs; mobilizes community resources.
- 3) Morale: Develops high staff morale; operates collaboratively, encourages excellence in staff performance through constructive feedback; celebrates achievements of staff members.
- 4) Communication Skills: Demonstrates effective written and oral communication and listening skills with all stakeholders.
- 5) Accessibility: Maintains high level of visibility; open to suggestions and constructive feedback.
- 6) Ethics: Models personal and professional integrity, ethics and fairness.

c. Personal Qualities

The effective manager demonstrates professionalism, initiative, professional growth, and creativity.

Performance Criteria:

- 1) Professionalism: Maintains appearance and demeanor that sets an appropriate example for staff, students and community.
- 2) Initiative: Shows sustained effort and enthusiasm in the quality of work accomplished; seeks assistance when necessary.
- 3) Professional Growth: Grows professionally by attending professional meetings, reading professional literature and staying abreast of current research and best practices.
- 4) Creativity: Fosters a climate that encourages creativity; maximizes strengths and talents of others.

d. Leadership

The effective manager demonstrates leadership, decision-making, interpersonal relationships, teamwork, planning and organization, productivity and initiative, and professional and technical knowledge.

Performance Criteria:

- 1) Leadership: Assumes overall responsibility for projects and tasks; conveys a commitment to the mission and values of the district; communicates and implements Board-identified priority actions and guiding principles.
- 2) Decision Making: Makes decisions, renders judgment and takes action in a timely manner; uses rational action to identify issues and problems and makes high-quality decisions based on data, goals, and policies of the district.
- 3) Interpersonal Relationships: Creates a work climate which reflects trust, openness, and good relations; emphasizes fairness in dealing with personnel; considers the position, feelings and perspective of others when planning, organizing, and making decisions.
- 4) Teamwork: Works cooperatively with other departments or staff.
- 5) Planning and Organization: Develops goals compatible with district goals; works with district staff and/or consultants to plan for program development and technical assistance; assesses budget needs and stresses cost-effectiveness in budget administration; able to prioritize, schedule activities and use resources effectively to accomplish goals.
- 6) Productivity and Initiative: Completes assignments and required reports in accordance with deadlines; develops and demonstrates high work standards and expects the same from subordinates and others.
- 7) Professional and Technical Knowledge: Adheres to state laws, regulations, and district policies; remains up to date on developments in field of expertise.

C. Forms Used and Additional References

1. The following forms and reference will be used in the evaluation process:
 - a. Goal Setting – Management (Form A)
 - b. Performance Evaluation - Management (Form B, Form C, Form D, Form E)
 - c. The professional standards that govern the position of the evaluatee
2. The management handbook for the Placentia-Yorba Linda Unified School District includes copies of the above listed forms and instructions for their use, as well as pertinent policies, etc.
3. Suggestions or questions regarding this procedure should be directed to the designated administrative unit responsible (See Section G).

D. Procedure

1. Notification of Evaluator - Evaluatee Relationships

Prior to the start of each school year, the Superintendent or their designee will identify evaluator-evaluatee relationships as part of the District's organizational chart. At the beginning of the evaluation cycle the appropriate evaluator shall notify each evaluatee of the identity of his evaluator. The evaluator shall also ensure that each evaluatee has a copy of the management handbook.

2. Goal Setting Conference

Each evaluator shall participate with the evaluatee in establishing goals and objectives, proposed delivery system, target dates, and indicators as listed on performance evaluation forms.

- a. Management objectives are to be written on evaluation Form A. All goals and objectives should be completed by November 15.
- b. The objectives will be based on the previous year's recommendations, district priorities, evaluation elements included in district policy and/or any other objective mutually agreed on by the evaluator and the evaluatee.

3. Method of Measuring Success

- a. The evaluatee will be evaluated in part on the quality of his/her performance based on mutually agreed objectives. If the objectives and/or managerial responsibilities are not achieved, the evaluatee's performance will be evaluated directly on the basis of at least the following questions:
 - 1) Were the objectives stated realistically?
 - 2) What conflicting influences have been documented which prevented the performance of the evaluatee from achieving desired outcome?

- b. In addition to the specific objectives each manager is expected to accomplish the full range of responsibilities described in the managerial categories. It is essential to keep in mind that even if managers accomplish all their objectives, this is only a portion of their overall performance.
- c. Although specific managerial responsibilities/criteria form a broad foundation for the evaluation process it is recognized that there is a necessity for subjective judgment on the part of the evaluator and the Superintendent as to how well the evaluatee has performed.

4. Data for Measuring Success

The collection of data related to the evaluatee's performance and the desired outcome may include the following techniques:

- a. Observation
- b. Statistical studies
- c. Anecdotal records
- d. Conferences and related reports
- e. Mutually acceptable supplemental evaluator
- f. Other appropriate techniques recognized by the profession

5. Adjudication and/or Modification

- a. In cases where evaluator/evaluatee are unable to agree on objectives for the year or any aspect of the Performance Evaluation Form, adjudication will be made by the next superior to the evaluator.
- b. When the need occurs to change objectives or other conditions of the Performance Evaluation Form the evaluator and evaluatee may jointly modify the document.

6. Progress Conferences

- a. The purpose of a progress conference is to help the evaluator and the evaluatee communicate with each other regarding the effectiveness of the evaluatee's performance. It should highlight areas of performance which are especially effective or ineffective. The evaluator should commend and reinforce effective performance, make recommendations, and provide aid to improve ineffective performance.
- b. Progress conferences should be held as necessary. They may be requested either by the evaluatee or the evaluator. At any point in the evaluation cycle that there is significant change in the performance level of the evaluatee, it is the responsibility of the evaluator to initiate a progress conference and provide the evaluatee with a written progress report.
- c. A written record of a progress conference shall be made by the evaluator (Form A).

- d. The mid-year progress conference and report should be completed no later than February 15.

7. Annual Written Evaluation, Response, and Follow-up Conference

- a. At the conclusion of the observation and other data-collecting activities, the evaluator shall prepare the annual written evaluation of the evaluatee's performance.
- b. The evaluation shall be related to the objectives which were set at the beginning of the year. It shall also include the evaluator's judgment of the effectiveness of the evaluatee's performance in each of the managerial areas and recommendations, if necessary.
- c. In the case of an evaluatee whose performance has been less than satisfactory, the annual written evaluation shall describe the areas of needed improvement, the dates and description of recommendations and other efforts which have been made already by the evaluator to assist the evaluatee, and what future actions should be taken by the evaluator and evaluatee.
- d. Performance evaluation and summary shall occur on or before the last week of June.
- e. All final evaluations of managers will be reviewed and approved by the Superintendent or their designee.
- f. The annual written evaluation, and the response, if any, shall be sent by the evaluator to the Human Resources office by June 30.

8. Evaluating Rating Definitions

- a. Not applicable to the Position

Quality and quantity of work is not applicable to the position.

- b. Unsatisfactory

Quality and quantity of work does not meet the minimal managerial standards set by the Placentia-Yorba Linda Unified School District.

- c. Moving Toward

Quality and quantity of work is moving toward the minimal managerial standards set by the Placentia-Yorba Linda Unified School District.

- d. Approaching

Quality and quantity of work is approaching the satisfactory level of managerial standards set by the Placentia-Yorba Linda Unified School District.

- e. Meets

Quality and quantity of work is satisfactory based on accepted managerial standards set by the Placentia-Yorba Linda Unified School District.

f. Exemplifies

Quality and quantity of work is consistently performed at a high level when compared to accepted managerial standards set by the Placentia-Yorba Linda Unified School District.

9. Final Evaluation Review

In cases where evaluator/evaluatee are unable to agree on the final evaluation rating, the evaluatee may request a meeting with the Assistant Superintendent of Human Resources or their designee to review the evaluation.

10. Evaluation Cycle – Timeline

- a. Start of the School Year - The date for identifying evaluators and notifying evaluatees.
- b. November 15 - The deadline for the evaluator and evaluatee to hold the goals and objectives conference.
- c. February 15 - The deadline for the mid-year conference and written progress report. The deadline for notification of unsatisfactory performance and possible reassignment.
- d. March 15 - The legal date when management personnel (administrators or supervisors) who may not be recommended for reemployment must be notified in writing. (Education Code Section 44951)
- e. June 30 - The deadline for evaluation of all management personnel and for annual written evaluations to be filed in the Human Resources office.

11. Termination

- a. A recommendation for termination must be supported by written records and adhere to d of the evaluation cycle timeline.
- b. Any manager not recommended for reemployment may request the opportunity to meet with the Board of Education and respond to the reasons for the termination. The request for a meeting with the Board of Education must be presented to the Superintendent within ten (10) working days of receipt of the final notification of intent not to reemploy.
- c. Any manager meeting with the Board of Education to review a notice of termination may respond orally and/or in writing to the proposed action and has the option to have representation.
- d. Following the board review of the proposed termination the manager will receive from the Superintendent a copy of the board's decision. The action of the Board of Education is final.

- e. The right to be heard by the Board of Education and receive a statement of reasons for termination shall not be interpreted to mean that such reasons must conform to the "cause" requirements as set forth in the Education Code.

E. Reports Required

Evaluation Forms A, B, C, D and E as described in Section C

F. Record Retention

Form A and Form B, C, D, or E filed in Human Resources office

G. Responsible Administrative Unit

Assistant Superintendent, Human Resources

H. Approved by:

Dr. Rick Lopez
Responsible Division Head

1/31/2023
Date

Dr. Michael Matthews
Superintendent

1/31/2023
Date

LEGAL REFERENCE: Education Code Sections 44660-44664