

Management Evaluation

A. Evaluator of Management Personnel

Management personnel will be evaluated by the immediate supervisor who will be responsible for completing the Certificated Administrator Summary Evaluation Form or the Evaluation, Classified Management and providing assistance for improvement when necessary.

B. Certificated Management

Certificated management personnel shall be evaluated annually for the first and second years of employment as an administrator or supervisor in the district, annually for the first and second years of a new job assignment in the district, and at least every two years thereafter, unless otherwise provided for in an employee contract or collective bargaining agreement. Evaluations may occur between scheduled periods at the request of the employee, the employee's supervisor, or the Superintendent or designee. Employees on an improvement plan based on prior performance shall be evaluated while the Improvement Plan is in effect.

The evaluation process combines the assessment of the prior year's performance and summary evaluation with setting objectives, targets, and activities for the current year. The goal is to tie management evaluation objectives, targets, and activities to student needs with a focus on academic achievement and closing achievement gaps (Goal 1), addressing students' needs for social-emotional learning (Goal 2), and a leadership goal based on CPSELs (Goal 3).

1. By June 30, the evaluatee will submit and review with their evaluator the Reflections/Results of Goals for the prior year's Certificated Management Objectives, Targets, and Activities of the management evaluation form.
2. In addition, no later than the Friday prior to the first day of instruction for the new school year, the evaluator will complete the Job Performance Rating Factors, the Outcome Summary, and the Overall Evaluation of the management evaluation form and hold a conference with the evaluatee. The purpose of the conference will be to review the completed management evaluation form including areas of commendation and recommendation. Both the evaluator and evaluatee are to sign the form. If the evaluatee does not agree with the evaluator, the evaluatee has the right to append the evaluation with a written statement. One copy is to be directed to the Human Resources Office, one copy to the evaluatee, and the original kept in the employee's site/department file by the evaluator.

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3. By September 30, the evaluatee will submit to their evaluator preliminary Objectives, Targets, and Activities for the current year. Objectives and targets should be specific statements of intent which are measurable and for a specific time period. Activities are action steps necessary to meet the objectives and targets. Targets shall relate to the CPSELs, Board Priorities, LCAP Goals, and/or the areas of recommendation as prescribed in the prior year's evaluation.
 4. Following the submission of the preliminary Objectives, Targets, and Activities, a conference may be held with the evaluator by October 30 at the request of the evaluatee except in the case of an evaluatee who is on an improvement plan. For evaluatees who are on improvement plans, the preliminary Objectives, Targets, and Activities conference will be mandatory and will focus on how the improvement plan process will support the employee's progress towards meeting all expectations within the current evaluation cycle
 - 1) Any employee, including management, may be placed on an Improvement Plan when there is a concern by the evaluator at any time during the school or contractual year.
 - 2) An employee receiving any "Significant Improvements Needed" in one or more areas must be immediately placed on an Improvement Plan developed by the evaluator to address areas of concern:
 - Must develop objectives, targets, and activities to address areas of concern.
 - May lead to a March 15 notice.
 - 3) An employee receiving any "unsatisfactory" in one or more areas must be immediately placed on an Improvement Plan developed by the evaluator to address areas of concern:
 - Must develop objectives, targets, and activities to address areas of concern.
 - May lead to a March 15 notice.
 - May lead to immediate reassignment to lower position or dismissal.
- C. Exceptions to the above procedures may be authorized by the Superintendent.

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Classified Management Evaluation

Classified management personnel shall be evaluated annually for the first and second years of employment in the district, annually for the first and second years of a new job assignment, and at least every two years thereafter. The Classified Management Evaluation Form will be used for all executive, administrative, and confidential management classifications.

A. Evaluation Procedures

1. Performance evaluation reports shall be made on forms prescribed by the District/Commission, which shall be prepared by the employee's immediate supervisor. The form shall be reviewed by the employee's next higher level supervisor, if applicable.
2. The immediate supervisor shall present the performance evaluation report to the employee and shall discuss it with the employee. The evaluation form shall be signed by the employee to indicate review and receipt. A copy shall be given to the employee.
3. Performance evaluation reports shall be filed in the employee's personnel file.
4. An evaluation may be conducted by the immediate supervisor or other management designee at any time during the year upon evidence of changed workhabits or performance on the part of an employee.
5. An employee who receives an evaluation with an overall rating of "Needs Improvement" or "Does Not Meet Standards" will be expected to improve performance to such an extent that a re-evaluation within 60 days will reflect an overall rating of "Meets Standards." Failure to make such an improvement in performance will constitute sufficient grounds for disciplinary action.
6. Exceptions to the above procedures may be authorized by the Superintendent.

B. Probationary Performance Evaluation Schedule

The probationary evaluation for the executive and administrative level classifications will be completed at the end of the fifth and tenth months of service. The probationary period will be one year in length for the following classifications:

Chief Counsel and Business Operations Officer
Chief Financial Officer

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Administrator, Nutrition Services and Custodial Operations
Administrator, Planning, Development, Innovation and Facilities
Assistant Director, Classified Personnel
Assistant Director, Educational Technology and Information Services
Assistant Director, Facility and Support Operations
Assistant Director, Financial Services
Assistant Director, Nutrition Services
Communications Director
Construction Manager
Director, Classified Personnel
Director, Educational Technology and Information Services
Director, Facility and Support Operations
Director, Financial Services
Director, Food Services
Director, Procurement and Contract Services
Financial Analyst

The probationary evaluation for the management classifications listed below will be completed at the end of the second and fifth months of service. The probationary period will be one hundred, thirty (130) days for the following classifications:

Accounting Technician
Assistant Operations Coordinator
Auditorium Facilities Supervisor
Bond Control Specialist
Construction Manager
Energy Conservation Manager
Facilities Project Manager
Grounds Supervisor
Maintenance Project Supervisor
Manager, Cafeteria, Secondary School (Non-Transport)
Manager, Cafeteria, Secondary School (Transport)
Occupational Therapist
Operations Coordinator
Payroll Supervisor
Physical Therapist
Psychological Services Provider
Regional Maintenance Supervisor
Risk Manager, Worker's Compensation Coordinator
Special Education Data Control Technician
Supervisor, Educational Technology and Information Services
Supervisor, Nutrition Services
Wellness Coordinator
Wellness Educator

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Confidential Personnel Evaluation

A. Evaluation of Confidential Personnel

Each employee shall be evaluated by the immediate supervisor, who is defined as the person who assigns, checks, and supervises the work of the employee and who is immediately responsible for the employee's work, or other management designee.

B. Probationary Performance Evaluation Schedule

The probationary evaluation for confidential employees will be completed at the end of the second and fifth months of service. The probationary period will be one hundred, thirty (130) days for the following confidential personnel:

Administrative Secretary
Communications Specialist
Executive Assistant to the Superintendent
Executive Secretary
Human Resources Specialist, Confidential
Senior Administrative Secretary
Senior Human Resources Analyst
Special Education Clerical Specialist

Rules Approved: 02/04/1979
Rules Revised: 06/16/1981; 02/28/1983; 11/04/1986; 08/31/1993;
08/15/2000; 05/01/2001; 02/03/2004; 09/11/2007;
04/22/2014; 05/11/2018; 04/21/2023

Formerly AR 4306, BP 4330



Glendale Unified School District

223 North Jackson Street | Glendale, CA 91206

Certificated Management Objectives, Targets, and Activities

Name:	Title:
Work Site:	School Year:

Maintaining the California Professional Standards for Education Leaders, GUSD's Code of Ethics while adhering to state laws and the Education Code.

Goal 1: Academic Achievement
CPSELS: <input type="text"/>
Board Priority: <input type="text"/>
LCAP Goal: <input type="text"/>
Goal: Be sure to include baseline data with a specific, measurable growth target/outcome and target dates. Sample: By _____ (date) _____ (percent of students) will grow _____ (amount of growth) on _____ (assessment.) _____ (subgroup) will grow _____ (amount of growth) on _____ (assessment)
Strategies and Action Steps: What strategies and action steps will help you reach your goal? What outcomes do you need to see in order to consider the goal accomplished?
Resources and Support: What is the possibility given the available resources, knowledge, and time?
Indicators of Success: How will you evaluate whether or not the goal was met?

Reflection/Results of Goal 1: Academic Achievement

Strategies and Action Steps: What strategies and action steps helped you reach your goal? What outcomes did you need to see in order to consider the goal accomplished?

Equity Focused: How did your goal impact access and achievement for *ALL* students?

Indicators of Success: What success indicators or other pieces of data can you use to demonstrate whether or not the goal was met?

Projecting for next school year: How will this goal impact your planning for next year?

Status of Goal:

Goal 2: Social Emotional Learning

CPSELS:

Board Priority:

LCAP Goal:

Goal: Be sure to include baseline data with a specific measurable growth target/outcome and target dates.

Sample: By _____ (date) _____ (percent of students) will grow _____ (amount of growth) on _____ (assessment.) _____ (subgroup) will grow _____ (amount of growth) on _____ (assessment)

Strategies and Action Steps: What strategies and action steps will help you reach your goal? What outcomes do you need to see in order to consider the goal accomplished?

Resources and Support: What is the possibility given the available resources, knowledge, and time?
Indicators of Success: How will you evaluate whether or not the goal was met?

Reflection/Results of Goal 2: Social Emotional Learning
Strategies and Action Steps: What strategies and action steps helped you reach your goal? What outcomes did you need to see in order to consider the goal accomplished?
Equity Focused: How did your goal impact access and achievement for <i>ALL</i> students?
Indicators of Success: What success indicators or other pieces of data can you use to demonstrate whether or not the goal was met?
Projecting for next school year: How will this goal impact your planning for next year?
Status of Goal: <input type="button" value="v"/>

Goal 3: Leadership (Based on CPSELS)
CPSELS: <input type="button" value="v"/>
Board Priority: <input type="button" value="v"/>
LCAP Goal: <input type="button" value="v"/>
Goal: Be sure to include baseline data with a specific measurable growth target/outcome and target dates.

Sample: By _____ (date) _____ (percent of students) will grow _____ (amount of growth) on _____ (assessment.) _____ (subgroup) will grow _____ (amount of growth) on _____ (assessment)

Strategies and Action Steps: What strategies and action steps will help you reach your goal? What outcomes do you need to see in order to consider the goal accomplished?

Resources and Support: What is the possibility given the available resources, knowledge, and time?

Indicators of Success: How will you evaluate whether or not the goal was met?

Reflection/Results of Goal 3: Leadership

Strategies and Action Steps: What strategies and action steps helped you reach your goal? What outcomes did you need to see in order to consider the goal accomplished?

Equity Focused: How did your goal impact access and achievement for *ALL* students?

Indicators of Success: What success indicators or other pieces of data can you use to demonstrate whether or not the goal was met?

Projecting for next school year: How will this goal impact your planning for next year?

Status of Goal:



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Certificated Administrator Summary Evaluation

Name:	Title:
Work Site:	School Year:

Job Performance Rating Factors

- 5 - Exceeds Expectations
- 4 - Meets Expectations
- 3 - Making Satisfactory Progress Towards Expectations
- 2 - Significant Improvements Needed - Requires Improvement Plan
- 1 - Unsatisfactory - Requires Improvement Plan

California Professional Standards for Education Leaders - CPSEL	
Standard 1: Development and Implementation of a Shared Vision - Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	▼
Standard 2: Instructional Leadership - Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.	▼
Standard 3: Management and Learning Environment - Education leaders manage the organization to cultivate a safe and productive learning and working environment.	▼
Standard 4: Family and Community Engagement - Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	▼
Standard 5: Ethics and Integrity - Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standards.	▼
Standard 6: External Context and Policy - Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.	▼

Outcome Summary:

Overall Evaluation



Name of Evaluator

Title of Evaluator

Signature of evaluatee does not constitute agreement with the evaluation. The evaluatee has a right to append this evaluation with a written statement.

Signature of Evaluator

Date

Signature of Evaluatee

Date



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Classified Management Summary Evaluation

Name:	Title:
Work Site:	School Year:
Type of Evaluation: (Please check one)	
<input type="checkbox"/> Annual	<input type="checkbox"/> Probationary
<input type="checkbox"/> Improvement Re-Evaluation	<input type="checkbox"/> Other:

Job Performance Rating Factors

Exceeds Standards- Commendation for performance consistently above that expected of an employee in this position

Meets Standards- Meets established standards for performance

Needs Improvement- Performance needs to improve

Does not meet Standards- Performance does not meet standards

Not Applicable- Rating factor does not apply to this position

I. Management/Leadership Skills	
a.) Recognizes and generates a positive work environment.	▼
b.) Adapts easily to new assignments, additional responsibilities, and/or changes in work schedules.	▼
c.) Demonstrates creativity in generating new ideas and methods to increase productivity, efficiency, and cost-effectiveness.	▼
d.) Empowers staff to improve continuously.	▼
e.) Actively pursues improvement in areas of responsibility.	▼
f.) Assigns and directs the work of employees, provides training, monitors, and accurately assesses employee skills/performance.	▼

II.**III. Communication Skills**

a.) Listens and effectively communicates with others.	<input type="button" value="v"/>
b.) Uses clear and concise verbal and written language.	<input type="button" value="v"/>
c.) Conducts effective presentations.	<input type="button" value="v"/>
d.) Keeps staff well-informed of District/department information.	<input type="button" value="v"/>
e.) Exercises good judgment and apprises supervisor, as appropriate, on personnel or sensitive issues.	<input type="button" value="v"/>

IV. Public and Personal Relations

a.) Takes the initiative to deliver quality service in addressing customer needs.	<input type="button" value="v"/>
b.) Relates well to staff, administrators, public, and/or students and parents.	<input type="button" value="v"/>
c.) Proactively manages and resolves conflicts/crises effectively.	<input type="button" value="v"/>
d.) Is neat and professional in appearance.	<input type="button" value="v"/>

V. Work Habits

a.) Completes assignments accurately and prioritizes workloads to meet deadlines.	<input type="button" value="v"/>
b.) Quality of work is appropriate to position.	<input type="button" value="v"/>
c.) Quantity of work is appropriate to position.	<input type="button" value="v"/>
d.) Follows directions and asks questions when necessary.	<input type="button" value="v"/>
e.) Models positive attendance patterns.	<input type="button" value="v"/>
f.) Observes assigned work hours.	<input type="button" value="v"/>
g.) Demonstrates knowledge of department/division goals and implements operating procedures.	<input type="button" value="v"/>
h.) Works independently with minimum supervision	<input type="button" value="v"/>
i.) Understands and adheres to Board Policies, Personnel Commission rules/regulations, collective bargaining agreements, department/site guidelines and procedures, and other related policies.	<input type="button" value="v"/>

Professional Growth Goals

This section assesses the achievement of goals identified the previous year and identifies goals for the following year.

I. GOALS/ACCOMPLISHMENTS

a.) Department Goal(s):	
Status of Goal	▼

b.) Individual Goal(s):	
Status of Goal	▼

II. OTHER ACCOMPLISHMENTS/RECOMMENDATIONS FOR GROWTH/FUTURE GOALS

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Signatures	
Signature of evaluatee does not constitute agreement with the evaluation. The evaluatee has a right to append this evaluation with a written statement.	
Evaluatee Signature:	Date:
Evaluator Signature:	Date:
Evaluator Print Name:	Title:
Reviewer Signature:	Date:
Reviewer Print Name:	Title: