

**Somerset County Public Schools**  
**Performance Assessment**

Revision Date: 5/27/2009

Leadership Dimension	Exemplary (System Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards	Rating	Comments
<b>1. Resilience</b>						
<b>1.1 Willingness to admit error and learn from mistakes</b>	Shares stories of personal and organizational errors in a way that guides and inspires colleagues; builds <u>resilience</u> in colleagues by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made and lessons learned.	Admits failures quickly, honestly and openly with direct supervisor and immediate colleagues; eager to learn from errors, seeks feedback in non-defensive way and cites lesson to be learned.	Accepts evidence of mistakes when offered by others.	Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes.		
<b>1.2 Constructive action in response to lack of success</b>	Produces public reports, including accountability documents, plans and oral presentations, <u>which</u> include frank acknowledgment of prior personal and organizational failures or shortcomings <u>and</u> clear suggestions for system-wide learning resulting from those lessons.	Uses personal and organizational failure or lack of success to chart course of action and adjusts that course as needed.	Responds to error or lack of success hesitantly and with little correction to problem or situation.	Takes no action in regard to errors or lack of success.		

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<b>1.3 Constructive response to disagreement with leadership and policy decisions</b>	In disagreements with policy and leadership decisions, is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization; willing to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	Complies with leadership and policy decisions; works to make results successful.	Sometimes challenges executive and policy leadership without bringing concerns to appropriate executive and policy authorities; implements unpopular policies <u>but only because "I'm just following orders, but I don't like it."</u>	Ignores or subverts executive and policy decisions that are unpopular or not to his or her liking.		
<b>1.4 Constructively handles dissent from and among subordinates</b>	Encourages, recognizes and rewards thoughtful dissent on different sides of important issues. Uses dissenting voices to learn, grow, and where appropriate, acknowledge one's error <u>and move the system forward</u> . Believes that the final decision is made better and more broadly supported as a result of thoughtful dissent and can provide examples of its use when asked.	Uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions. The leader demonstrates the value of constructive dissent.	Tolerates dissent when appropriate, but there is very little of it in public because subordinates do not understand the value of dissent in reaching better decisions.	Unable to tolerate dissent; maintains a climate of fear and intimidation.		

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<b>1.5 Explicit improvement of specific performance areas based on the previous leadership evaluation</b>	Combines previous evaluations with personal reflection and 360-degree feedback to formulate an action plan that is reflected in his or her daily choices of priorities as well as in the organization's priorities. The influence of previous evaluation has an impact not only on the leader, but on the entire organization.	Uses previous evaluations to shape projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective to progressing, to proficient, and to exemplary.	Maintains awareness of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.		
<b>2.0 Integrity, Fairness, and Ethics</b>						
<b>2.1 Maintains integrity, honesty and commitment with all</b>	Meets commitments- verbal, written, and implied- without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.	Meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments. Provides honest responses and does the "right" thing even if it is not in his/her best personal interest.	Attempts to meet commitment. Avoids giving his/her word. Must be monitored for consistent honest reports and interactions.	Demonstrates actions and words that are in opposition; tends to tell others what they want to hear rather than the truth; does not honor commitments.		

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<b>2.2 Models exemplary conduct</b>	<p>Possesses complete self-control even in the most difficult and confrontational situation. Also provides assistance to colleagues on the techniques of emotional intelligence. Not only <u>stands as</u> an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>Demonstrates ability to deal with sensitive subjects and personal attacks with dignity and self-control. The leader does not meet anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>Occasionally raises voice or practices avoidance when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.</p>	<p>Loses temper or composure and appears emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.</p>		
<b>2.3 Maintains exemplary legal compliance and ethical behavior</b>	<p>Meets the letter and spirit of the law, honors contracts, policies and adheres to guidelines; avoids both the fact and appearance of impropriety; displays mutual respect for colleagues and for the law throughout the organization; uses leadership as an opportunity to model ethical behavior and teach students respect for one another, creating a climate for mutual trust and respect.</p>	<p>Maintains excellent personal ethics; demonstrates no instances of illegal or unethical conduct with employees, prospective employees, and students. <u>Does not engage in any</u> conduct that crosses the line of policy or law. Takes swift, appropriate, and confident action with any allegations. Knows and implements all relevant local policies in his/her area of responsibility.</p>	<p>Follows laws and local policies when observed or directed but practices "It is easier to get forgiveness than permission"; looks the other way when he/she suspects others of questionable actions.</p>	<p>Disregards law, contractual obligations and local policies; may violate the legal and policy requirements for the relationship between leaders and employees or employees and students; blatantly ignores policy restrictions.</p>		

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<b>2.4 Demonstrates awareness and appreciation of <u>cultural</u> diversity</b>	Actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards and social behavior. Works to enhance cultural proficiency of staff or colleagues and self.	Recognizes value of diversity; monitors oneself in adhering to values, without penalizing differences in points of view that are within the framework of organizational requirements.	Does not punish alternative points of view, but little or no development or encouragement of those views. Recognizes but does not respond to incidences of intolerance in division or building.	Demonstrates intolerance and prejudice toward others of different race, religion, or class.		
<b>3.0 Division or Student Achievement</b>						
<b>3.1 Makes explicit use of planning and goal setting for division/site results</b>	Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved division or student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.	Maintains goals and strategies that reflect a clear relationship between the role of the division and impact on student achievement or division results. Results show steady improvements based on the leader's initiatives.	Establishes goals related to his/her division to increase program and system effectiveness that are specific and measurable. These efforts have not yet resulted in improvement.	Maintains goals that are neither measurable nor specific. The leader focuses more on job characteristics than on his/her potential impact on learning or division results.		

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<b>3.2 Focus placed on division initiatives or results</b>	<p>Maintains consistent record of activities designed to improve student achievement or division results on multiple indicators. Explicit use of previous data indicates that the leader has focused on improving performance <u>for the benefit of the system as a whole</u>. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective intervention, and reports improved results as appropriate to the position.</p>	<p>Demonstrates the positive impact of his/her activities on potential for student or division results <u>in areas of identified need</u>. If results are not realized, the leader has several findings and assertively plans to make the positive difference.</p>	<p>Provides some evidence of improvement, but insufficient evidence of changes in leadership or program that will create the improvements necessary to impact results.</p>	<p>Is indifferent to the data, this leader blames external characteristics; does not believe that division results or student achievement can improve; has not taken decisive action to change program, leadership practices, or other variables to improve student achievement or division results.</p>		

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<b>3.3 Work of division in reporting to stakeholders including local, state and federal demands (Content of Reports)</b>	Provides reports at all levels that extend far beyond minimum expectation, detailing the most important information and understandings. Perceives all work as related to student achievement and learning. Produces clear evidence of changes in leadership as a response to these analyses.	Provides reports that include all required information, are informative, and are linked to the mission, vision, and goals of the County.	Provides reports that minimally meet requirements; may miss answering the essential questions or disguise the finding; may display earnest effort but lack connection and link to "next steps".	Completes reports that need corrections; rewrites, or additional work by colleague or supervisor.		
<b>3.4 Work with division to make leadership decisions based on data (Command of data and skill with data analysis)</b>	Presents clear evidence of the use of data from the state, district, sites, <u>grades and classrooms</u> to make specific and observable changes in program or procedure. The leader regularly shares success and failures with other leaders based on data analysis.	Provides clear evidence of changes in leadership and program <u>at the site or division</u> level are based on data. Makes changes based upon analysis of data from resources; shares sources and invites others' perspectives.	Participates in a data-driven decision-making workshops but has limited evidence of changes based on data.	Indifferent to data, no changes in program or leadership compared to the previous year. The data screams "Change!" and the leader's actions say, "Everything is just fine."		

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<b>3.5 Work with Master Plan, Update, and the Progress Reports</b>	Uses The Master Plan Update and Summary <u>to guide work of division and site.</u> All meetings and staff development gatherings are explicitly connected to the MP and Update findings or summary conclusions. Carefully analyzes data in summary report to set future direction. Initiates discussion on MP Quarterly Reports.	Uses Master Plan in setting annual goals and strategies, completes all Progress documents on time including Summary Report; <u>responds to reminders.</u>	Evidences understanding of MP and Update document; meets most deadlines, and attempts to follow directions.	Operates unaware of Master Plan initiatives; does not reference it in work; does not contribute to its development; progress reports are late or incomplete.		
<b>4. Decision Making</b>						
<b>4.1 Factual basis used for decisions rather than tradition, intuition, or authority.</b>	Conducts decision making that is neither by consensus nor by leadership mandate but consistently based on facts. The leader can cite specific examples of practices that have been changed, discontinued or initiated based on a review of all relevant information, internal experiences, research, data analysis, the vision and goals of the site, division, or system. Gathered facts and analysis have relevance to other sites, divisions, or systems and are shared.	Bases decisions on solid factual information from a variety of sources (including best practices) and presents findings objectively. <u>Decisions impacting staff assignments are purposeful and well thought through using both qualitative and quantitative data that assess the site or division work. Data sources include state, district, division, specific site, specific levels, and specific classrooms.</u>	Bases some decisions on facts, but others are the result of personal preference and tradition.	Rarely uses facts and data for decisions; predominant decision-making methodology is either a popularity contest or an imperial mandate from the leader.		

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<b>4.2 Clear identification of decision making structure including:</b> <ul style="list-style-type: none"> <li>• which decisions are by consensus;</li> <li>• which decisions are by staff independently;</li> <li>• which decision are made by leader with staff input; and</li> <li>• which decisions are by the leader alone</li> </ul>	<p>Makes certain that all stakeholders understand the difference between decision making levels but uses data in such a compelling way that the vast majority of the decisions are those made by consensus. Surveys of those who work with this leader reflect a staff feeling of empowerment and personal responsibility for organizational success.</p>	<p>Clarifies the decision making method for major decisions. Decisions reached by the leader alone are explained to staff using data to the greatest extent possible to support those decisions.</p>	<p>Uses both consensus and unilateral decision making but the reason for changing decision making structures is not consistently clear.</p>	<p>Lurches from autocracy to democracy with no clear method demoralizing and bewildering those with whom he/she works.</p>		
<b>4.3 Decision linked to vision, mission, and strategic priorities</b>	<p>Assures that vision, mission and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization and routinely used as a reference point for decisions. The use of strategic guidelines for decision making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p>	<p>Facilitates decisions that are consistent with the vision, mission, and strategic priorities of the organization</p>	<p>Makes vision, mission, and priorities visible but fails to consistently link them to decisions.</p>	<p>Remains unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p>		

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<b>4.4 Decisions evaluated for effectiveness and revised where necessary</b>	<p>Provides clear and consistent evidence of decisions that have been changed based on new data or facts. The leader has a regular pattern of decision reviews and sun setting in which previous decisions are reevaluated in light of the most current data. There is a culture of "honest bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>Regularly evaluates the impact of decisions <u>through personal reflections or Leadership Team discussions</u>. Revises decisions based on new information, progress, or problems.</p>	<p>Offers new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p>	<p>Remains mired in old decisions, accumulating each one as if decisions were etched in stone. There is little or no evidence of reflection and reevaluation of previous decisions.</p>		
<b>4.5 Works toward staff "buy in" at division site and/or system level</b>	<p>Sets the stage for change by thoroughly presenting each initiative to division and colleagues including all benefits, risks, and liabilities and then honoring their collective input. The leader seeks 87% critical mass support before planning implementation.</p>	<p><u>Develops staff buy-in for new initiatives or practices</u>. Seeks input and <u>ultimately honors</u> division collective assessment.</p>	<p>Knows input is important and is willing to consider it but either disagrees with input or is stymied by it and does not act.</p>	<p>Ignores staff or division input.</p>		

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<b>5. Communication</b>						
<b>5.1 Clarity and use of written communication</b>	Understands the power of written communication and uses it well to inform, analyze, persuade, and explain matching the format to the purpose and audience. The leader produces pieces that enhance public perception of site or system.	Exhibits written expression skills that are well developed and used in simple as well as complex communications.	Uses written communication for simple messages and documentations, but avoids reports, grants, written summaries or complex communications. May include some grammatical errors.	Fails to communicate clearly in writing. Written documents are confusing, may contain grammatical errors and typographical mistakes.		
<b>5.2 Two way communication with colleagues</b>	Demonstrates all of the other proficient characteristics, and goes to exceptional lengths to listen to colleagues; believes that listening to colleagues will benefit system's or sites' progress and enhance his/her own effectiveness; treats all divisions or departments with respect.	Knows colleagues as individuals and strives to build meaningful relationships in order to enhance communication. The leader is visible and accessible.	Knows one group of colleagues and uses them as a sounding board, ignoring others.	Sticks mostly to him or herself and avoids contact except where leadership presence is required but retreats to office during most occasions.		

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<b>5.3 Two way communication with faculty and/or staff and parents/community</b>	Demonstrates all proficient characteristics, and goes to exceptional lengths at sites to listen to staff with whom he/she interfaces; keeps a calendar that reflects numerous individual and small group meetings with staff at every level, not just with those who report directly to him or her; maintains a reputation of always providing a respectful hearing.	Conducts staff or group meetings that include open discussions with two way listening and responding. Staff have regular access to one to one meetings. The leader knows everyone and makes an effort to recognize the personal and individual contributions each one makes.	Limits listening to questions at meetings and does not involve staff.	Holds meetings just for announcements or training with no occasion for group interaction.		
<b>5.4a Two way communication with students (Principals/VPs only)</b>	Demonstrates all other proficient characteristics, and goes to exceptional lengths to listen to students; believes that listening to students will benefit system's or sites' progress and enhance his/her own effectiveness; treats all divisions or departments with respect.	Knows students as individuals and strives to build meaningful relationships in order to enhance communication. The leader is visible and accessible.	Knows one group of students and uses them as a sounding board, ignoring others.	Sticks mostly to him or herself and avoids contact except where leadership presence is required but retreats to office during most occasions.		

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<b>5.4b Communication with MSDE and External Agencies (Supervisors only)</b>	Uses MSDE and external agency meetings to the benefit of the system; makes relevant connections at meetings increasing SCPS's positive image and gaining support and respect for system; may garner individual recognition and assume leadership role with external group; keeps home base fully informed and provides a link for input and feedback.	Attends and contributes to meetings in area of responsibilities; reports important work and information to staff, colleagues, and supervisor for discussion, feedback and input.	Attends meetings in area of responsibilities.	Rarely attends external meetings, resents expectations OR attends meetings without regard for relevance, value, or impact on home base responsibilities.		
<b>5.5 Fluency and clarity in both internal and external presentations (Includes leadership roles with audits and state or federal reviews)</b>	Demonstrates all of the proficient characteristics, and is known as an exemplary presenter who is sought for presentations.  Presentations honor the system and site.	Provides clear evidence of planning for public presentations. Makes point (s); is thorough without needless detail; is clear; is concise; and is pleasant and interesting to hear.	Presentations show minimal planning and are sometimes unorganized and/or not appropriate for audience.	Presentations show no evidence of planning, information contains errors and is confusing.		

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<b>5.6 Ability to develop, manage and sustain a positive, school or division culture</b>	Conducts a leadership team within site or division that stands as a model for exemplary impact on staff attitude, effort, and results. Visitors or external individuals comment on the positive culture. Facility and work areas send a message of organization, dignity, and respect.	Evidences mutual respect in work with stakeholders; can describe efforts being made to develop a positive division or site culture.	Identifies positive school culture as something he/she wants and needs. Can describe some initiatives to improve culture.	Remains unaware of his/her site's or division's culture and may not be interested. Facility and work areas are unkempt and send a negative message.		
<b>6.0 Faculty/Staff Development</b>						
<b>6.1 Understanding of staff proficiencies and needs in planning professional development</b>	Assesses the needs of staff (group), then plans, differentiates, and delivers professional development activities aligned with the needs. Evaluates the impact of the professional development activities on the progress of the system in the needed area, makes recommendations, and adjusts future development plans.	Creates professional development plans for staff and makes certain that professional development activities reflect the prioritized needs of the group, monitors application of activities, and uses findings and observations.	Demonstrates awareness of differentiated needs of supervised staff members and there are a few instances of differentiated professional development.	Views professional development as typically "one size fits all" and there is little or no evidence of individual needs.		

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<b>6.2 Personal participation in professional development and in assuming leadership</b>	Actively participants in teacher-led professional development, demonstrating with a commitment of time and intellect that he or she is a learner and can learn from colleagues on a regular basis; routinely shares learning experiences with other leaders and colleagues throughout the system.	Prioritizes professional development in his/her work; personally leads professional development several times each year sharing new learning in a variety of formats; works with leadership team to identify needs; monitors progress in meeting needs.	Understands the importance of professional development and occasionally shares personal learning experiences with colleagues.	Has generally stopped acquiring new information and displays little or no evidence of possessing new learning able to be shared with colleagues.		
<b>6.3 Feedback to colleagues to improve individual and/or organizational performance</b>	Places focus on recognition that is accurate, timely, positive, creative and specific. Individual recognition is <u>balanced</u> with team and organization-wide recognition. Provides relentless positive feedback to staff and colleagues for specific behaviors linked to system goals or priorities.	Reinforces good performance and highlights the strengths of staff. Feedback is explicitly linked to organizational goals, priorities and visions. Evidences positive feedback from leader to staff which is related to work assignment but may be generalized.	Understands the importance of feedback to colleagues but refrains from providing it unless guided to do so. Gives praise but is unrelated to work or goals of division.	Rarely provides feedback and is more likely to be associated with negative than positive behavior. Interaction with staff reveals no positive feedback in any form from this leader.		

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<b>6.4 Participation in Mentoring of New Staff or Staff in New Assignments</b>	Maintains an organized program for orientation and mentoring of new staff. Documents and monitors impact of program on reinforcing SCPS vision, Master Plan, and achievement targets.	Supports system orientation and mentoring of new staff by meeting requirements and participating in workshops.	Recognizes need for mentoring program and intends to monitor program but allows other site needs to take priority.	Consistently "loses" new staff who report lack of support.		
<b>6.5 Facilitates personal site or division goals of staff for continuous growth and development</b>	Knows and assists staff in setting goals that will improve their effectiveness as educators in moving the system forward. Dedicates self to helping each staff member to continuously build upon his/her strengths and master weaknesses; demonstrates his/her belief in change and possibilities by own actions; provides specific examples of staff changes and the impact of these changes.	Assists staff in setting goals; aligns goals with site priorities and educational leaders' initiatives. Promotes dialogue with staff on small and large actions that facilitate change.	Establishes and shares own goals as educational leaders and implies value of goal setting but does not require or monitor goal setting or goal implementation process. Recognizes ways and means to encourage staff to change but does not implement or implements ineffectively.	Ignores goals as an extra assignment but not critical. Believes change is impossible with some or all staff and therefore does not promote it.		

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<b>6.6 Observations and Evaluations</b>	Enhances observation and evaluation of staff with formal and informal feedback focused on student achievement or division results. The leader sets and monitors mini goals and priorities. The leader always assesses the output of his/her staff (principals and student work) and promotes continuous improvement.	Provides thorough and meaningful completion of all required observations and discusses evaluations with supervisor and colleagues as appropriate; conducts mid year and closing goal conferences. Fulfils both the letter and intent of the process.	Completes 80% of required observations and 100% of evaluations. Meets letter but not intent.	Does not complete required observations or evaluations. Teachers/or staff report no feedback on performance.		
<b>7. Leadership Development</b>						
<b>7.1 Strives to assure colleagues and subordinates are able to assume leadership role if necessary in absence of this administrator</b>	Works closely with others to assume leadership responsibilities or the leader works with other staff members in helping them prepare to advance in their careers as emerging leaders even when they are outside of the leader's personal span of leadership. Multiple leaders throughout the system cite this leader as a mentor <u>who is</u> interested in their success.	Has personally prepared at least one other administrator or staff member to assume one or more of this leader's responsibilities in his or her absence.	Provides some training to other administrator or staff member who may in time be capable of independently assuming a leadership role.	Believes and states that no other staff under his/her direction are capable of assuming additional responsibilities; cannot articulate coherent and consistent leadership training program in place.		

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<b>7.2 On going identification and development of potential educational leaders</b>	Routinely identifies and develops new leaders. The leader has specifically identified at least two new leaders in the past year and encouraged them to pursue leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.	Has specifically identified and encouraged new leadership traits and discussed potential opportunities for developing leadership skills with that individual; may have directed individual to resources (training, books, contacts.)	Knows the characteristics of a good leader and is looking for potential candidates.	Appears to be indifferent to the need for building leadership within the system.		
<b>7.3 Values Leadership Characteristics and Behaviors</b>	Models the full range of leadership behaviors in individual and group discussions about the educational process and results; willing to step out of comfort zone and implement new leadership strategies.	Engages in thoughtful and purposeful conversations with staff on leadership at division or site level; sets personal and team leadership goals.	Can name and may aspire to model leadership behaviors but they are not habit.	Takes a backseat to group discussions and rarely models leadership behaviors.		

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<b>7.4 Evidence of delegation and trust in subordinate leaders</b>	Empowers people throughout the organization in formal and informal ways; is trusted and therefore able to empower a variety of staff in various leadership experiences where appropriate, encourage their advancement, and thereby strengthen the system.	Evidences a clear pattern of delegating decisions and giving appropriate authority to move forward.	Sometimes delegates, but also maintains decision-making authority that should be delegated to others.	Reserves for him or herself almost all decision making authority even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment.		
<b>8. Time/Task Project Management</b>						
<b>8.1 Organization of work and space</b>	Maintains an organized approach to work including a clean desk on which the highest priority work is placed. Pending work is filed. The leader rarely has schedule conflicts and is focused on the priorities of the system or site. The office or building reflects the leader's commitment to education and personal sense of pride.	Demonstrates a well organized personal workspace enabling an efficient use of time and enhancing the quality of work.	Maintains a workspace that is tolerable but imperfectly organized.	Maintains a desk that is messy, piled with new and old folders and materials.		

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Leadership Dimension	Exemplary (System Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards	Rating	Comments
<b>8.2 Consistently maintains precise prioritized task list</b>	Maintains a prioritized daily task list as a living document, updated at the beginning of every day and throughout the day as tasks are added and completed and as priorities change; regularly shares the task list with colleagues in order to model what <u>excellent</u> time management and personal organization looks like. Conveys an appropriate sense of how organizational priorities are translated into individual action plans and tasks.	Produces an accurate and up to date prioritized list that reflects priorities of the organization and that includes tasks (not projects) that are appropriate for that leader.	Maintains a task list, but it is not updated daily and sometimes does not reflect the actual work done by the leader during the day.	Produces a task list that is haphazard and not prioritized. Even when the list is created, it is unlikely to bear a clear relationship to the actual tasks accomplished by the leader during the day.		
<b>8.3 Choices for time management reflect a focus on the most important priorities from a global or systemic perspective</b>	Demonstrates that the priorities of the organization and this leader's task list are a mirror image. By looking at this leader's calendar and task list one would know the priorities of the system organization. This also helps to focus the entire organization by carefully matching individual and group tasks to priorities.	Demonstrates that the priorities of the organization and the priorities on the task list are closely matched. The leader regularly removes tasks or delegates tasks where there is an insufficient link between the task and the leader's and organization's priorities.	The leader is aware of organizational priorities, but the daily emergencies consistently seem to intrude and prevent a focus on the priorities.	The leader is unaware of or indifferent to organizational priorities. The task list, if it exists is more about putting out fires than about implementing organizational priorities.		

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<b>8.4 Designs complex projects with clear objectives and coherent plans</b>	Uses project management as a teaching device, helping others in the organization to understand the interrelationship of milestones throughout the organization. Project plans are visible in heavily trafficked areas so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Manages projects by using clear and written lists of milestones, deadlines, and persons responsible; revises and updates project management documents as milestones are achieved or deadlines are changed; communicates any changes to the appropriate people in the organization.	Manages projects by using lists of milestones and deadlines, but are infrequently updated; impacts of changes in one task are not clear and are rarely documented. The leader's prioritized task list includes tasks that are, in actuality, projects composed of multiple tasks.	Conducts project management haphazardly or not at all. There is little or no evidence of milestones and deadlines.		
<b>8.5 Respects need for completed reports and programs on schedule and within budget</b>	Meets deadlines and budget constraints; regularly saves resources of time and money for the organization and proactively redeploys those resources to help the organization achieve its priorities. Colleagues comment on helpfulness of this leader in modeling what is needed.	Maintains a reputation for completing reports and meeting deadlines as well as budget commitments for his/her division or site. Manages the demands of his/her assignment and is able to set priorities.	May or may not meet budget limitations, but frequently misses deadlines and requires reminders.	Has little or no record of meeting deadlines, schedules, or budget constraints.		

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<b>9.0 Technology</b>						
<b>9.1 Personal proficiency with technology and its applications</b>	Demonstrates all technology skills required of the proficient leader and creates new opportunities for his or her learning. Leading by example, the leader provides a model of mastery, practice, and application of effective current technology and new possibilities.	Personally uses standard applications, countywide programs, and the data warehouse to complete work effectively and efficiently. Personal study and professional development reflect a commitment to continued learning of new technology.	Has mastered some, but not all of the software required for proficient performance. Takes initiative to learn new technology.	Is not technologically literate. Little or no evidence of taking personal initiative to learn new technology.		
<b>9.2 Demonstrates use of technology to improve teaching, learning, or division work</b>	Serves as a model for technology implementation for other divisions and organizations; demonstrates clear links between technology implementation and learning success; provides technology professional development; and uses technology to improve organizational effectiveness.	Links technology initiatives of the organization to specific teaching and learning objectives or division work.	Appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning or division work.	Does not display personal competency in technology applications. The leader does not link the integration of technology to specific teaching and learning objectives or division work.		

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<b>9.3 Optimizes technology</b>	Is fully aware of all technology within his/her division or site by equipment, program, and capacity; makes his/her vision for use of technology explicit, requires and monitors tracking, and challenges staff to fully utilize that which is available for instructional integration, for management (assessment, enrichment, teacher production, and for collaboration) (internal and external) as well as to dream and push for the next newest tools for the system.	Is aware of the technology enhancements in his/her division or site and is interested in having the staff utilize it to its fullest potential and therefore promotes staff development and looks for its application.	Is interested in technology but perceives it as secondary to other issues.	Does not connect technology to his/her site or division goals and is unaware of what technology resources his/her staff may be using.		
<b>10.0 Leaders as Learners</b>						
<b>10.1 Personal understanding of research trends in education and leadership</b>	Demonstrates and advocates personal reading that is wide and deep in the field of educational research, or division topics; contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Pursues personal reading, learning, and teaching of educational research trends or division topics in order to enhance job effectiveness.	References occasional educational research reading and shows some interest in personal reading and learning.	Shows little or no evidence of personal learning and research.		

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<b>10.2 Continuous learning with professional development focus</b>	Approaches every professional development opportunity with a view toward multidimensional impact. Shares knowledge and skills throughout and beyond the organization. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home grown" rather than externally generated.	Engages in professional development that is directly linked to organizational needs and the strategic objectives. The priority is linked to a few areas of emphasis building on personal leadership strengths. Leader personally attends, actively participates, and systematically accesses professional development required of other leaders and teachers in the organization.	Actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage or set an example of active participation. Professional development is often based on whims and personal preference rather than organizational needs.	May introduce a professional development program, but leaves the room, sending the signal that "This really is not worth my time." Often endorses the butterfly approach to professional development by chasing fads.		

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<b>10.3 Application of learning</b>	Provides evidence of the principle of leverage, taking each learning opportunity applying it throughout the organization. Creates forms, checklists, self-assessments, and other learning tools to the concepts learned in professional development and can be applied in the daily lives of teachers and leaders throughout and beyond the organization.	Evidences actual applications of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	Has participated in several important learning experiences, but can give only a few specific examples of application to the organization.	Minimizes value of personal learning. Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization.  Professional development is an expense, not an investment in constructive improvements.		
<b>10.4 GOAL #1</b>	Fully accomplishes the goal as described when set in the Fall, provides back up data on the goal's implementation and results, presents his/her findings and describes the next step. This leader can evaluate the strength of the goal both by content and results in its benefit to the site or system. This leader's goals are fully aligned with the MP.	Develops thoughtful, aligned goals that are anticipated to have a positive impact on the progress of the site or division.  Documentation is provided that displays the effort invested.	Selects goals and provides documentation of his/her efforts. The goals may not be intentionally aligned with the MP.	Develops goals that he/she perceives as "easy" or already in place OR this leader has made no effort to move forward on the established goal.		

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