

Priorities Performance Expectations

Administrator Name (*last, first*):

Current Role:

Supervisor's Name (*last, first*):

Dates of Reviews:

First Quarter (October)

☐

Second Quarter (January)

☐

Third Quarter (March)

☐

Fourth Quarter (May/June)

☐

Mission Statement

Galion City School District provides an excellent education for our students and community so we are competitive in our local and global society for today and tomorrow.

Vision Statement

Galion City School District is a dynamic force in fostering excellence through quality education while producing citizens who make a positive contribution to a harmonious community.

Behavioral Expectations – The Core Values

The Galion City School District Core Values are the foundation of our organization - They guide our behaviors and set the standard for how all administrators are expected to perform their work on a day to basis. The Galion City School District's Core Values are:

- We believe individuals have the right to choose their opportunities for success.
- We value a safe and respectful environment conducive to life long learning.
- We believe motivation is necessary for success.
- We value family and community.
- We believe every person has unique abilities to develop and expand.
- We believe all students must have the opportunity to advance and participate fully in society.
- We value every student's right to an excellent education.
- We treat each other with respect and conduct ourselves with honesty and integrity.
- We proactively encourage community involvement and community pride.
- We value sound practices of financial stewardship.
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The supervisor and administrator should review the document as part of their Priorities Performance Expectations discussion, as it sets out the expected behaviors that should be demonstrated in the roles and accountabilities administrators assume in their day-to-day work and in the way administrators pursue achievement of their operating objectives. The administrator's contribution will be assessed against those behaviors applicable to the administrator's role (e.g. All Administrators – District level, building level).

Step 1: Role Purpose:

- Why does this role exist?
- How does this role add value to the district?

Key Accountabilities:

- The major outcomes expected from the role.
- Document the top 3 role accountabilities.

	1	
	2	
	3	

Step 2: Operating Objectives: <ul style="list-style-type: none"> What and (where appropriate) how Operating Objectives will be achieved. Document the primary 4-5 objectives based on the Ohio Standards for Administrators 	What – Specific operating objectives / deliverables the administrator is expected to achieve. How – Where appropriate, key behaviors based on the Galion City School District's Core Values that an administrator is expected to demonstrate in achieving their operating objectives. Reference – Demonstrating The Galion City School District's Core Values document. SMART Objectives – Specific, Measurable, Actionable, Realistic and Time-bound.
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	Operating Objective	Timing
1		
2		
3		
4		
5		

Supervisor's Signature

Date

Administrator's Signature

Date

Priorities Individual Development Plan Step 3

Current Job Category
(e.g. principal,
supervisor, etc.):

Current Role:

Years at Galion City
Schools (Current
Role):

Administrator's Name
(last, first):

Supervisor's Name
(last, first):

Date:

CAREER GOALS (within next 2 years and beyond 2 years)

1

2

ASSESS: What **three strengths** (knowledge, experiences, skills and/or demonstrated behaviors) help you to be effective:

In Your Current Assignment

In Your Desired Future Assignments

1

1

2

2

3

3

ASSESS: What **additional** knowledge, experiences, skills and/or behavior changes would help you to be more effective:

In Your Current Assignment

In Your Desired Future Assignments

1

1

2

2

3

3

PLAN: Prioritize **2-4 areas** from the previous two steps which you will focus on in the coming months, in the order you agree to work on them. What specific actions, both short term & longer term, will you take now to develop in your current role and to prepare for your desired roles? Consider today's educational reality, availability of time and resources, etc.

Developmental Focus

Action

Target Completion

1

2

3

4

RESOURCES NEEDED: What resources/support do you need to follow through on your action plans (time, people, coach / mentor, courses, money, etc)?

1

3

2

4

FOLLOW-UP AND CLOSURE

Action (from above Plan)

Follow-Up Plan (reviewed by who & when?)

1

2

3

4

This development plan has been reviewed and discussed by the following individuals:

Administrator:

Date:

Last Amended:

Supervisor:		Last Amended:	
<div>Priorities Progress Review</div>		Administrator's Name (last, first):	
Mid-Year Progress Review	<input type="checkbox"/>	Current Role:	
		Supervisor's Name (last, first):	
		Date:	

OPERATING OBJECTIVES – PROGRESS REVIEW

Review the administrator's progress on operating objectives during the performance period. Note progress made, revisions, unplanned accomplishments and problem areas. Progress Review discussions should take place at least at the mid-year point, but also on an on-going basis, as required (e.g. role changes, organizational changes, district priority changes ...etc).

1	
2	
3	
4	
5	

BEHAVIORAL EXPECTATIONS - DEMONSTRATION OF GALION CITY SCHOOL DISTRICT'S CORE VALUES – PROGRESS REVIEW

Review whether the administrator has satisfied the behavioral expectations, as set out in Demonstrating Galion City School District's Core Values, for the role the administrator holds (Supervisor, Principal, Director, Coordinator). Note progress made, accomplishments and problem areas.

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DEVELOPMENT PLAN – PROGRESS REVIEW

Review the administrator's progress on their development plan during the course of the performance period. Note progress made, revisions, unplanned accomplishments and problem areas.

Supervisor's Signature

Date

Administrator's Signature

Date

Priorities Contribution Assessment Summary

Administrator's Name (*last, first*):

Current Role:

Supervisor's Name (*last, first*):

Date:

OPERATING OBJECTIVES – CONTRIBUTION ASSESSMENT

For each objective in the space below:

- Specify the objective.
- **What was achieved?** Degree of achievement relative to the specific operating objectives / deliverables administrator was expected to achieve.
- Place an **X** under the column (Missed, Met, Exceeded, Significantly Surpassed), which reflects the degree of achievement relative to each specific operating objective / deliverable.

Missed

Proficient

Accomplished

Distinguished

1

2

3

4

5

BEHAVIORAL EXPECTATIONS - DEMONSTRATION OF GALION CITY SCHOOL DISTRICT'S CORE VALUES <ul style="list-style-type: none"> Did the administrator demonstrate the behaviors for their role, as set out in Demonstrating Galion City School District's Core Values, in performing their work on a day-to-day basis? Place an X beside either Unsatisfactorily Demonstrated or Satisfactorily Demonstrated Galion City School District's Core Values. Briefly summarize the basis for the assessment provided. 	Unsatisfactorily Demonstrated	
	Satisfactorily Demonstrated	

SUPERVISORS CONTRIBUTION ASSESSMENT SUMMARY COMMENTS:

ADMINISTRATOR'S COMMENTS:

Supervisor's Signature

Date

Administrator's Signature

Date

- Notes:
- Administrator signature does not imply agreement with the above information, only that the supervisor has reviewed the above with the administrator and provided the administrator with a copy.
 - Supervisor forwards completed and signed-off Priorities Contribution Assessment to supervisor for inclusion in administrators file.
 - Appendix below containing definitions for each assessment rating applied against Operating Objectives, Behavioral Expectations and overall Contribution Indicator assigned.

Contribution Assessment “Rating” Definitions

Operating Objectives

Missed	Administrator missed the operating objective
Met	Administrator met the operating objective.
Exceeded	Administrator exceeded the operating objective.
Significantly Surpassed	Administrator significantly surpassed the operating objective.

Behavioral Expectations – Demonstration of Galion City School District’s Core Values

Unsatisfactorily Demonstrated	Administrator did not satisfactorily demonstrate behaviors as set out in demonstrating the Galion City School District’s Core Values.
Satisfactorily Demonstrated	Administrator satisfactorily demonstrated behaviors as set out in demonstrating the Galion City School District’s Core Values.

Contribution Indicators

The *Standards for Ohio Educators* published by the Ohio Department of Education serves as a resource guide and should guide conversation about effective leadership and continued growth / development of administrators.

Distinguished	Top Contributor	In performance against his/her established operating objectives and the behavioral expectations (i) significantly surpassed most operating objectives, (ii) exceeded or met any remaining operating objectives, (iii) satisfactorily demonstrated the behavioral expectations, and (iv) had a significant impact on the achievement of district priorities relative to his/her role.
Accomplished	High Contributor	In performance against his/her established operating objectives and the behavioral expectations: (i) exceeded, but did not significantly surpass, most operating objectives, (ii) exceeded, or met any remaining operating objectives, (iii) satisfactorily demonstrated the behavioral expectations, and (iv) made an above average contribution to the achievement of district priorities relative to his/her role.
Proficient	Core Contributor	In performance against his/her established operating objectives and the behavioral expectations: (i) met the operating objectives, (ii) satisfactorily demonstrated the behavioral expectations, and (iii) made the expected level of contribution to the achievement of district priorities relative to his/her role.
Missed	Low Contributor	In performance against his/her established operating objectives and the behavioral expectations and the administrator: (i) missed a number of operating objectives, (ii) failed to satisfactorily demonstrate the behavioral expectations, and (iii) failed to make the expected level of contribution to the achievement of district priorities relative to his/her role.