

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

RATIONALE & BACKGROUND

The Galion Leadership Evaluation And Development System (GOLEADS) for Operations system fills a need for individuals who are licensed professionals or cabinet-level leaders who need to be covered under one of the existing evaluation tools. This model was based on the existing evaluation systems in Ohio: teachers (OTES), counselors (OSCES), principals (OPES), other bargaining unit members (adaptations of OTES), and superintendents. GOLEADS was adapted from the Central Office Leadership Framework from the Washington Association of School Administrators (WASA) in Washington State. WASA's framework was used as the basis for this evaluation system because it was one of the few research-based Central Office-level systems currently in the literature. WASA's Theory of Action states that:

...if districts provide and develop effective leaders equipped to ensure a focus on quality teaching and learning, supported by system-wide improvements with data and other resources, through clear and collaborative relationships within and outside of our systems, then central office leaders will support excellent instructional leaders and ensure quality teaching with high levels of student achievement. (WASA, 2013, p. 4)

In addition, this model also borrows from the Arlington Public Schools Aligning Leadership & Instructional Growth Now (ALIGN) framework for central office leaders (Arlington Public Schools, 2017).

References

District Office Leadership Framework for Operations Leaders, Arlington Public Schools, 2017.

Washington Association of School Administrators (WASA). (2013). Framework for Central Office Leadership: Supporting the Professional Growth of Central Office Leaders. Olympia, WA.

INSTRUCTIONS

1. [Click here to make a copy](#) of this document for editing on your own and then share it with your evaluator.
 - a. Alternatively, you can print and hand-write into this document and bring the hard copy to the meeting with your evaluator.
2. The evaluator sets dates for the Initial Goals Meeting, the formative (mid-year) rating, and the summative (end-of-year) rating, which includes a goals review.
3. The employee and supervisor review this document during the meetings established above. The employee or supervisor can print hard copies once the data is entered onto these pages. The last phase of the summative meeting is signatures on the Final Holistic Ratings page. The supervisor must then make a single copy for the employee and place the original in the personnel file.

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PROFESSIONAL GROWTH GOALS		
Name:	Position:	Academic Year:
Evaluator:	Supervisor (if different than evaluator):	
Date of Initial Goals Meeting:	Scheduled Date for Formative (Mid-Year) Rating:	Scheduled Date for Summative (End of Year) & Goals Review:
FOCUSED, ANNUAL GOALS (no more than three)	PROPOSED EVIDENCE OF PROGRESS OR COMPLETION (Monitoring Evidence/Data Sources)	TARGETED COMPLETION DATE
1. Aligned to District Priorities As Defined by the Superintendent (Examples: Strategic Plan, One Needs, Directional System, Continuous Improvement Plan, etc.) •	•	•
2. Aligned to the Strategic Plan •	•	•

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DOMAIN 1 - Creating a Culture

Indicator 1.1 - Develops and Sustains a Departmental Focus on a Shared Mission that Aligns with District Directional System, District Goals, and District Priorities.

District operations leaders develop and sustain focus on a shared vision and clear mission to support schools and the district directional system, district goals, and district priorities.

Ineffective	Developing	Skilled	Accomplished
<p>Does not communicate the district directional system, district goals, or district priorities.</p> <p>Tolerates behaviors and employee actions in opposition to a culture of ongoing improvement.</p> <p>Staff aligns work priorities to meet personal or department convenience regardless of priorities aligned with the district's shared mission.</p> <p>No initiatives are in place to support the mission and/or vision.</p>	<p>Work is generally aligned with a shared vision.</p> <p>Staff demonstrates difficulty in adjusting to shifting priorities.</p> <p>Some initiatives are in place to support the mission and/or vision.</p> <p>Occasionally seeks to align work practices and priorities.</p>	<p>Checks alignment of work practices to the mission and vision of the district and realigns where needed.</p> <p>Communicates in terms that indicate alignment.</p> <p>Adjusts work priorities to meet the highest needs of the District and department in support of student achievement.</p>	<p>Is proficient and communicates in terms that demonstrate the connection between tasks, the district directional system, district goals, and district priorities.</p> <p>Keeps the district directional system, district goals, and district priorities at the forefront of the planning, implementation, and assessment of their work.</p> <p>Ensures that all staff understand how their roles support the the district directional system, district goals, and district priorities.</p> <p>Fully integrates the department's work in alignment with the district's shared the district directional system, district goals, and district priorities.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 		FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 	
SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 		SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 	

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Indicator 1.2 - Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement

Effective district operations leaders actively engage in essential conversations to support schools, the district directional system, district goals, and district priorities.

Ineffective	Developing	Skilled	Accomplished
<p>Avoids conversations or fails to make them a priority.</p> <p>Is not available to staff or other stakeholders.</p> <p>Does not communicate high expectations and high standards for staff and students regarding ongoing improvement.</p> <p>Does not support or facilitate collaboration among staff.</p> <p>Tolerates behaviors that impede collaboration among staff.</p> <p>Allows unhealthy interactions among staff.</p>	<p>Communicates critical information as needed to meet immediate objectives.</p> <p>Occasionally addresses staff needs for improvement.</p> <p>Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e., building trust).</p> <p>Occasionally facilitates collaboration among staff.</p> <p>Beginning to develop consensus-building and negotiation skills.</p>	<p>Initiates and maintains ongoing conversations in other parts of the district (i.e., schools and other departments), aligning priorities and services to instruction and learning needs.</p> <p>Actively addresses staff needs for improvement.</p> <p>Actively models, supports, and facilitates collaborative processes staff utilizing group diversity of skills, perspectives, and knowledge.</p> <p>Assumes responsibility for monitoring group dynamics and promoting an open and constructive atmosphere for group discussions.</p> <p>Creates opportunities to initiate collaborative processes across disciplines that support ongoing improvement of teaching and learning.</p>	<p>Is proficient and systematically communicates with staff, other district leaders, and stakeholders regarding immediate and longer-term strategies for improvement.</p> <p>Provides specific guidance for all staff on an ongoing basis to improve performance.</p> <p>Successfully creates systems and processes that build the capacity of staff and stakeholders to collaborate across disciplines.</p> <p>Is recognized by the district community for leadership that results in a high degree of meaningful collaboration.</p>
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SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 		SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 	

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Indicator 1.3 - Creates Opportunities for Shared Leadership <i>An effective district operations leader creates opportunities for shared leadership.</i>			
Unsatisfactory	Developing	Skilled	Accomplished
<p>Offers no model or opportunity for shared leadership.</p> <p>Makes decisions unilaterally.</p>	<p>Offers limited opportunities for staff to be in leadership roles.</p> <p>Provides some processes for shared decision-making.</p> <p>Uses some strategies to develop the capacity for shared leadership.</p>	<p>Provides continual opportunity and invitation for staff to develop leadership qualities.</p> <p>Provides and consistently engages in processes that support high participation in decision-making.</p> <p>Assesses, analyzes, and anticipates emerging trends and initiatives to adapt shared leadership opportunities.</p>	<p>Is proficient and proactively cultivates leadership qualities in others.</p> <p>Builds a sense of empowerment among staff that results in increased capacity.</p> <p>Actively involves staff in leadership roles that foster career development.</p> <p>Expands opportunities for community stakeholders to engage in shared leadership.</p>
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DOMAIN 2 - ENSURING COMPLIANCE AND SAFETY

2.1 Provides for Physical, Social, Emotional, and Intellectual Safety

District operations leaders support and promote understanding of what it means to be safe. Physical, social, emotional, and intellectual safety are critical and necessary for effective collaboration, work, and learning.

Ineffective	Developing	Skilled	Accomplished
<p>Neglects to consider the physical, social, emotional, and intellectual safety of students, staff, and others</p> <p>Does not support anti-bullying and anti-harassment policies or behavior plans that promote safety.</p> <p>Does not model an appreciation for the diversity of ideas and opinions.</p> <p>Does not complete required SafeSchools training</p>	<p>Maintains and supports a site safety plan.</p> <p>Minor safety and sanitary concerns or problems are confronted and resolved in a timely manner.</p> <p>Demonstrates willingness to improve knowledge about security and issues relating to the physical environment.</p> <p>Provides limited social, emotional, and intellectual support to staff and students.</p> <p>Demonstrates awareness of approved policies for anti-bullying and anti-harassment and behavior plans that are in place to promote safety.</p> <p>Demonstrates acceptance of diversity of ideas and opinions.</p>	<p>Provides, supports, and implements appropriate safety plan/s that are reviewed and monitored frequently.</p> <p>Develop and revise safety plan/s in response to new threats and changing circumstances.</p> <p>Proactively monitors and adjusts safety plans in consultation with staff, students, families, and outside experts/consultants.</p> <p>Engages self and others in safety procedures and practices to maintain safety awareness and responsiveness.</p> <p>Provides processes to support staff and students' social, emotional, and intellectual safety.</p> <p>Completes SafeSchools required training and promotes approved policies for anti-bullying and anti-harassment.</p> <p>Models acceptance and appreciation for diversity of ideas and opinions.</p>	<p>Is proficient and serves as a resource for others in the district or outside of the district in developing safety systems for prevention, intervention, and crisis response.</p> <p>Ensures that community members are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.</p> <p>Advocates for diversity of ideas, respecting perspectives that arise, and promoting an open exchange of ideas within creative and flexible formats.</p>
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2.2 Establishes an Ongoing Program of Compliance, Maintenance, Professional Development, and Monitoring

District operations leaders create a shared responsibility of compliance and a commitment to ongoing professional development among staff. Support is provided to uphold legal, policy, fiscal, and professional responsibilities.

Ineffective	Developing	Skilled	Accomplished
Does not demonstrate adequate knowledge of legal, policy, and fiscal responsibilities.	Demonstrates basic knowledge and understanding of legal, policy, and fiscal responsibilities.	Assumes responsibility for operating within the law and professional standards.	Is proficient and consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal, policy, fiscal, and professional responsibilities.
Neglects to support the interests of the District about ongoing compliance, professional development, and monitoring.	Corrects behaviors and policies that conflict with the law and maintains effective policies related to compliance with laws and regulations. Strives to provide ongoing appropriate professional development for staff.	Demonstrates deep and thorough knowledge and understanding of district policies, grant requirements, and collective bargaining agreements. Keeps the well-being of students, staff, and others at the forefront of legal and compliance responsibilities. Tolerates no behavior outside the law and professional standards and approaches problems proactively.	Creates a culture of shared responsibility among staff for compliance, professional development, and monitoring. Involves stakeholders in creating a District culture that thrives on and benefits from addressing legal, fiscal, and professional responsibilities.
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DOMAIN 3 - SYSTEM-WIDE IMPROVEMENT

Indicator 3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

District operations leaders use data to plan and support the district directional system, district goals, and district priorities. Programs and practices are coordinated, prioritized, and aligned with the district directional system, district goals, and district priorities.

Ineffective	Developing	Skilled	Accomplished
<p>Does not utilize relevant data points in managing the work of the department.</p> <p>Limited review and sharing of department-relevant data and only as required.</p> <p>Interpretation of data may be incorrect or incomplete.</p> <p>Uses data inappropriately.</p>	<p>Uses some data analysis methods and modifies to broaden knowledge of data analysis and interpretation.</p> <p>Occasionally bases planning on relevant data points.</p>	<p>Establish data points to improve departmental performance.</p> <p>Actively monitors data and performance.</p> <p>Adjusts plans based on new or updated data.</p>	<p>Is proficient and explores various data sources to ensure that work within the leader's area/s of leadership supports improvement in student achievement.</p> <p>Assists staff using data to guide, modify, and improve departmental work.</p> <p>Develops innovative methods of data analysis to identify improvements in department, district, or statewide performance.</p>
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DOMAIN 4 - Aligning the Work

Indicator 4.1 Alignment of Departmental Work with the District Directional System, District Goals, District Priorities, Regulatory Requirements, Best Practices, and Department Goals

District operations leaders align departmental work plans with the district directional system, district goals, district priorities, regulatory requirements, and research-based best professional practices.

Ineffective	Developing	Skilled	Accomplished
<p>Department work plans do not reflect alignment with the district directional system, district goals, district priorities, regulatory requirements, and best professional practices.</p> <p>Is unaware of the district directional system, district goals, district priorities, and/or department work plans.</p> <p>Has incomplete or insufficient knowledge of the district directional system, district goals, district priorities, regulatory requirements, and best professional practices.</p> <p>Does not effectively assist staff to align work plans accordingly.</p>	<p>Department work plans reflect limited alignment with the district directional system, district goals and priorities, regulatory requirements, and best professional practices.</p> <p>Seldom demonstrates an understanding of how work aligns with the district directional system, district goals, and district priorities.</p> <p>Has fundamental knowledge and understanding of the district directional system, district goals, district priorities, regulatory requirements, and best professional practices.</p> <p>Performs a limited review of work plan alignment</p> <p>Work plans are not adjusted effectively.</p>	<p>Applies a deep understanding of industry/professional practices to create effective departmental work plans supporting the district's directional system, district goals, and district priorities.</p> <p>All activities in the annual departmental objectives connect to the district directional system, district goals, and district priorities; staff understands how their work is aligned.</p> <p>There is a feedback loop to evaluate alignment and make course corrections with staff throughout the year.</p> <p>Has deep knowledge of the district directional system, district goals, district priorities, regulatory requirements, and best professional practices.</p> <p>Progress reviews compared to the plan are held at appropriate intervals to assess progress, make course corrections, and provide resources.</p>	<p>Is proficient and provides leadership such that employees have a clear direction and understanding with respect to the district directional system, district goals, and district priorities.</p> <p>Implementation plans are in place with clearly set timelines and accountability for milestones to be completed.</p> <p>Provides leadership and support, leading to staff ownership of aligned processes.</p> <p>Staff demonstrate and model the ability to perform their own reviews and adjust work appropriately.</p>
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Indicator 4.2 - Collaborative Development and Implementation of Work Plans Aligned with the District Directional System, District Goals, and District Priorities.

District operations leaders engage staff in developing aligned work plans that support the district's directional system, goals, and priorities.

Ineffective	Developing	Skilled	Accomplished
<p>Has incomplete or insufficient knowledge of best industry/professional practices across work activities.</p> <p>Day-to-day needs drive department activities.</p> <p>Work plans are not in place.</p>	<p>Has sufficient knowledge and understanding of best practices for creating work plans.</p> <p>Some work plans are in place.</p>	<p>Has a deep understanding of industry/professional practices required to create effective departmental work plans supporting the department's strategic initiatives.</p> <p>Continually monitors and makes adjustments to the work plan to ensure alignment.</p> <p>Actively engages staff in developing cooperatively aligned work plans.</p> <p>Review plans and provide constructive feedback.</p> <p>Reads and shares research that fosters an ongoing, department-wide discussion on best industry/professional practices related to work planning and implementation.</p>	<p>Is proficient and provides leadership and support such that staff understand the need and create work plans to accomplish departmental strategic initiatives aligned with the district directional system, district goals, and district priorities.</p> <p>Takes ownership of and designs work plans that are coordinated throughout the department.</p> <p>Ensure staff remain current on professional literature regarding the most current industry/professional practices.</p>
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FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 		FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 	
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DOMAIN 5 - Improving Departmental Performance

Indicator 5.1 Monitors Departmental Practices

District operations leaders develop, use, and monitor practices for improvement and evaluation based on data and feedback.

Ineffective	Developing	Skilled	Accomplished
<p>Does not adequately monitor department practices.</p> <p>Untimely and inadequate staff evaluations.</p> <p>Insufficient feedback regarding effective practices.</p>	<p>Develops and uses observable systems and routines for monitoring departmental practices.</p> <p>Provides some feedback to staff.</p> <p>Feedback is somewhat linked to departmental goals and operations.</p>	<p>Develops and uses observable systems and routines for monitoring departmental practices.</p> <p>Uses data consistently to provide staff with meaningful, personal feedback that effectively improves departmental practices.</p> <p>Ensures that staff go beyond identifying shortcomings in departmental practices and delve into the root causes.</p>	<p>Is proficient and consistently demonstrates leadership in the practice of monitoring effective departmental practices.</p> <p>Develops exemplary systems and routines for effectively monitoring and evaluating staff and departmental practices.</p> <p>Shares systems and routines with colleagues, subordinates, and stakeholders.</p> <p>Regularly monitors reflects on, and develops or adjusts systems to improve departmental practices.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 		FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 	
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Indicator 5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices <i>District operations leaders assist staff in developing, reviewing, assessing, and improving practices and performance.</i>			
Ineffective	Developing	Skilled	Accomplished
<p>Does not meet with staff to develop, review, and modify practices.</p> <p>Departmental practices do not meet minimum requirements.</p> <p>Does not assist staff in identifying performance indicators or indicators that are insufficient.</p> <p>Departmental practices and performance do not improve.</p> <p>Does not fully support staff in their efforts to improve practices.</p> <p>Does not have knowledge or understanding of best practices.</p> <p>Does not make assisting staff in improved practices a priority.</p>	<p>Meets with staff to develop, review, and modify practices based on limited information/feedback.</p> <p>Assists in identifying performance indicators to monitor and benchmark departmental progress, practices, and performance with minimal results.</p> <p>Limited support for staff in the implementation of some effective departmental practices.</p> <p>Demonstrates some effort to improve practices.</p> <p>Emerging knowledge and understanding of best departmental practices.</p>	<p>Meets with staff regularly to develop, review, and modify departmental practices based on identified areas of need.</p> <p>Assists in the identification of performance indicators to monitor and benchmark progress.</p> <p>Research-based planning and performance-linked goal-setting strategies allow timely feedback for mid-course corrections and improved performance.</p> <p>Departmental practices and performance show measurable and sustained improvement.</p> <p>Facilitates and supports staff in the implementation of effective departmental practices.</p> <p>Has thorough and deep knowledge and understanding of best departmental practices.</p> <p>Assists staff using effective and appropriate technologies and processes to support departmental practices.</p>	<p>Is proficient and consistently demonstrates leadership in developing comprehensive departmental practices to improve performance.</p> <p>Regularly meets with staff to reflect on departmental practices and progress.</p> <p>Departmental practices and performance show consistent improvement.</p> <p>Is proficient and serves as a driving force to build capacity for staff to initiate and implement improved departmental practices.</p> <p>Encourages staff to develop improved practices.</p> <p>Supports and exchanges ideas and knowledge to support improved departmental practices.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR) •		FORMATIVE (MID-YEAR) •	
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Indicator 5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices <i>District operations leaders evaluate staff reliably and validly to improve practices and performance.</i>			
Ineffective	Developing	Skilled	Accomplished
<p>All staff evaluations are incomplete.</p> <p>Evaluations lack strong evidence, yielding potentially unreliable staff evaluations.</p> <p>Makes claims about staff performance that are not valid or supported by evidence.</p> <p>Does not establish systems or routines that support improved departmental practices.</p> <p>Little to no understanding of leadership qualities (including the value of diversity) in improving staff performance.</p>	<p>Some staff evaluations are incomplete.</p> <p>Recommendations lead staff to some improvement in practice and performance.</p> <p>Developing an understanding of leadership qualities (including the value of diversity) in improving staff performance.</p>	<p>Evaluates staff reliably and validly.</p> <p>Regularly and systematically evaluate all staff.</p> <p>Provides triangulated data and evidence to support points.</p> <p>Recommendations are effective and lead to consistently improved departmental practices and performance.</p> <p>Demonstrates understanding of leadership qualities (including the value of diversity) in improving staff performance.</p>	<p>Is proficient and consistently demonstrates leadership in the practice of thoroughly, reliably, and validly evaluating staff so that continuous improvement in departmental practices becomes the professional standard.</p> <p>Provides detailed, formative assessment with exemplary feedback that leads to improvement.</p> <p>Builds capacity in staff to accurately and validly assess themselves and others.</p> <p>Promotes a culture of continual improvement due to ongoing evaluation of effective departmental practices.</p>
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DOMAIN 6 - Managing Staff and Fiscal Resources

Indicator 6.1 Manages Human Resources: Assignment, Productivity, Professional Development and Retention

District operations leaders manage staff assignment, productivity, professional development, and retention to support student learning and meet legal responsibilities.

Ineffective	Developing	Skilled	Accomplished
<p>Does not adequately address issues in hiring, retention, and placement of staff to support student achievement and work responsibilities.</p> <p>Student achievement and work responsibilities are not at the forefront of HR decisions.</p> <p>Does not make an effort to ensure quality personnel is in each position.</p> <p>Staff receive inadequate opportunities for PD to ensure they can perform their jobs effectively and within compliance with laws and district policies.</p> <p>The professional development offered is of insufficient quality to be effective.</p>	<p>Makes some effort, and with moderate effect, to align human resource decisions to support student achievement and work responsibilities.</p> <p>Possess some skills and knowledge required to recruit and retain highly qualified individuals.</p> <p>The professional development plan somewhat aligns with the district directional system, district goals, and district priorities.</p> <p>Professional development is partly effective in leading to minor improvements in staff practice.</p> <p>Little or no documentation of the effectiveness of past professional development.</p>	<p>Maintains supporting student achievement and work responsibilities at the center of human resource decisions, including hiring, retention, and staff placement.</p> <p>Holds high-performance expectations for staff and assists them in developing realistic goals for self-improvement.</p> <p>Supports staff professional growth using appropriate plans and evaluation processes.</p> <p>Addresses performance and discipline issues when required.</p> <p>The professional development plan has three or four areas of emphasis, is job-embedded, ongoing, and linked to the district directional system, district goals, and district priorities.</p> <p>Systemic evaluation of past professional development offerings and outcomes.</p> <p>Creates and supports informal professional development that meets staff needs and is high quality.</p>	<p>Is proficient and optimizes human resources and assets of staff to maximize learning opportunities.</p> <p>Is sought out by other leaders in recognition of their expertise in managing human resources.</p> <p>Efforts produce a positive work environment that attracts outstanding talent.</p> <p>Follows through with appropriate plans for improvement, documentation, and discipline.</p> <p>Has adopted research-based strategies for evaluating the effectiveness of professional development, documenting growth in staff effectiveness, and supporting the district directional system, district goals, and district priorities.</p> <p>Identify specific professional development offerings of prior years that were systematically reviewed and eliminated or modified to better support the district directional system, district goals, and district priorities.</p>
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FORMATIVE (MID-YEAR)		FORMATIVE (MID-YEAR)	
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Indicator 6.2 Managing Fiscal Resources <i>District operations leaders prioritize school support to drive a coordinated, flexible, and aligned resource allocation model.</i>			
Ineffective	Developing	Skilled	Accomplished
<p>Does not follow department expectations and goals for fiscal management.</p> <p>Defers to the finance office to prepare and distribute budget allocations without input.</p> <p>Does not share or does not have an allocation model for budget and staffing.</p> <p>Does not focus budget development on improving academic achievement over maintaining operational needs.</p> <p>Does not coordinate various budget resources with relevant departments.</p> <p>Does not make fiscal decisions to maximize resources.</p>	<p>Begins to seek input from district office department and building administrators on budget allocations.</p> <p>Communicates a fixed allocation model for budget and staffing.</p> <p>Lacks clear coordination with others while seeking to acquire additional resources.</p> <p>Provides categorical dollars per guidelines to target academic improvement in qualified buildings.</p>	<p>Regularly works with other district office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings.</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model.</p> <p>Consistently considers and coordinates the acquisition of additional resources with all district improvement efforts.</p> <p>Encourages building- and department-based flexibility to allocate resources with accountability for the District and/or department mission.</p>	<p>Is proficient and provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to support schools, staff, and student achievement.</p> <p>Facilitates the acquisition of additional resources and partnerships to the greatest advantage in reaching goals.</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to ensure students and staff receive the resources necessary to achieve high levels of learning and performance.</p> <p>Measures results of innovative use of resources in terms of positive support towards schools and student achievement.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR) •		FORMATIVE (MID-YEAR) •	
SUMMATIVE (END-OF-YEAR) •		SUMMATIVE (END-OF-YEAR) •	

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

DOMAIN 7 - Engaging Internal and External Stakeholders

Indicator 7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs to Support Increased Student Learning

District operations leaders engage staff, community, and professional partners in district efforts to improve student learning. Coordination takes place with local, state, and federal officials to protect the interests of students and staff in the district. External pressures that distract from fulfilling the district directional system, district goals, and district priorities are managed and minimized.

Ineffective	Developing	Skilled	Accomplished
<p>Communication is infrequent, and opportunities for involvement are not fully realized or made available.</p> <p>Not active with relevant external stakeholders.</p>	<p>Communication in the community is regular, yet is mainly informational rather than two-way.</p> <p>Channels of communication are not accessible to all stakeholders.</p> <p>Practices some discretion when dealing with confidential district issues.</p>	<p>Builds effective communication systems between the department, the district, and stakeholders.</p> <p>Uses multiple communication channels appropriate for cultural and language differences that exist.</p> <p>Practices responsible discretion with district confidential information.</p>	<p>Is proficient and moves beyond typical communication practices to proactively develop relationships through participation in (membership in) groups, innovative technology, and events.</p> <p>Creates and promotes opportunities for staff and other leaders to share their departmental operations.</p> <p>Establishes an invitational, transparent, effective, and trusted feedback loop, including open forums, focus groups, or surveys.</p> <p>Employs successful models of district, business, community, & government partnerships to promote input, understanding, and support for district activities.</p>

EMPLOYEE SELF-REFLECTION & EVIDENCE

FORMATIVE (MID-YEAR)

-

SUPERVISOR COMMENTS, EVIDENCE, & RATING

FORMATIVE (MID-YEAR)

-

SUMMATIVE (END-OF-YEAR)

-

SUMMATIVE (END-OF-YEAR)

-

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

Indicator 7.2 Partners with District Stakeholders			
District operations leaders view staff, vendors, union leaders, and the community as essential partners and encourage engagement in district efforts to improve the learning for each student.			
Ineffective	Developing	Skilled	Accomplished
Demonstrates little effort to engage the community in district activities.	Encourages and supports involvement of the District and community in some departmental work.	Encourages and supports the consistent and ongoing district and community engagement for stakeholders in departmental work.	Is proficient and consistently demonstrates leadership in the area of effectively engaging the district and community in department work.
Does not share department goals beyond the department.	Shares department goals with some district departments and parts of the larger community.	Consistently implements effective plans for engaging the district and community outside the department to participate in departmental decision-making.	Is recognized within and outside the district for developing and implementing programs that partner with the district and the community.
Does not identify and utilize district and community resources to advance the effectiveness of the department's work.	Identifies and utilizes some district and community talent and resources to improve the department.	Community resources are identified and utilized to support improved department performance.	Programs are held as a model for other departments to adopt and follow.
	Limited district and community involvement in departmental decision-making processes and engagement activities.	Actively monitors district and community involvement and adjusts, creating new opportunities for district and community to participate in the department work.	Builds capacity in the district and community to initiate new and beneficial forms of involvement in the department.
			To meet department needs, services are integrated through district, civic, business, and other partnerships.
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR)		FORMATIVE (MID-YEAR)	
•		•	
SUMMATIVE (END-OF-YEAR)		SUMMATIVE (END-OF-YEAR)	
•		•	

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

DOMAIN 8 - Overcoming Systemic Barrier to Success			
Indicator 8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them <i>Using data, district operations leaders identify service gaps and strategies to impact and address barriers to success.</i>			
Ineffective	Developing	Skilled	Accomplished
<p>Is unaware of systemic barriers to success in the department and how traditional practices have played a role in perpetuating failures.</p> <p>Does not acknowledge the responsibility of the department to address barriers to success.</p> <p>Attributes failures to improve to external factors beyond the department's control.</p> <p>Does not devote resources to areas of needed improvement.</p> <p>Does not consider underlying inefficiencies or poor practices if overall goals are met.</p> <p>Does not have a plan to overcome systemic barriers to success.</p>	<p>Demonstrates emerging awareness of specific barriers to success within the department.</p> <p>Recognizes responsibility and has some confidence in the department's ability to overcome barriers</p> <p>Identifies and implements efforts to overcome barriers.</p> <p>Uses research-based methodologies to overcome systemic barriers.</p> <p>Demonstrates emerging progress in overcoming systemic barriers to departmental success.</p> <p>Performance data is accessible and shared with the department or other district leaders.</p>	<p>Identifies and demonstrates complete knowledge and understanding of systemic barriers to success in the department.</p> <p>Accepts responsibility for making progress in overcoming barriers.</p> <p>Creates innovation and uses leadership to stimulate effective responses to systemic barriers.</p> <p>Performance data is accessible to the department staff, other district leaders, and relevant stakeholders.</p> <p>Constructs a plan with specific strategies to overcome systemic barriers.</p> <p>Communicates, monitors, and adjusts efforts to make effective progress toward reducing systemic barriers.</p> <p>Models and builds the capacity of department staff to address systemic barriers to departmental success.</p> <p>Demonstrates improvement in overcoming systemic barriers to success.</p>	<p>Is proficient and focuses the attention of department staff, colleagues, and superiors on the goal of overcoming systemic barriers to improved departmental performance.</p> <p>Systematically challenges the status quo by leading change based on data, resulting in improved departmental performance.</p> <p>Builds capacity in the department and district to support the elimination of systemic barriers to improved performance.</p> <p>Keeps the work of overcoming systemic barriers to departmental success at the forefront of the department's work.</p> <p>Assumes responsibility for overcoming systemic barriers.</p> <p>Builds capacity in staff and others to overcome systemic barriers.</p> <p>Has a deep knowledge and understanding of the department's systemic barriers.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 		FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 	
SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 		SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 	

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

Indicator 8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success			
District operations leaders provide evidence from multiple sources to demonstrate improvement and growth.			
Ineffective	Developing	Skilled	Accomplished
<p>Performance data from multiple sources or points show no evidence of overcoming systemic barriers to departmental success.</p> <p>Departmental performance declines.</p>	<p>Performance data from multiple sources or points shows minimum evidence of overcoming systemic barriers to departmental success.</p>	<p>Performance data from multiple sources or points shows evidence of improving departmental performance.</p> <p>Overall, departmental performance and areas focused on overcoming systemic barriers to success have improved.</p>	<p>Is proficient and has a consistent record of improved performance on multiple indicators across all departmental goals.</p> <p>Performance data from multiple sources or data points shows evidence of consistent growth in departmental performance.</p>
EMPLOYEE SELF-REFLECTION & EVIDENCE		SUPERVISOR COMMENTS, EVIDENCE, & RATING	
FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 		FORMATIVE (MID-YEAR) <ul style="list-style-type: none"> 	
SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 		SUMMATIVE (END-OF-YEAR) <ul style="list-style-type: none"> 	

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

PROFESSIONAL GROWTH PLAN PERFORMANCE		
Name:	Position:	Academic Year:
Evaluator:	Supervisor (if different than evaluator):	
Date of Initial Goals Meeting:	Actual Date of Formative (Mid-Year) Rating:	Actual Date of Summative (End of Year) & Goals Review:
FOCUSED, ANNUAL GOALS (no more than three)	EVIDENCE OF PROGRESS OR COMPLETION (Monitoring Evidence/Data Sources)	COMPLETION STATUS
1. Aligned to District Priorities As Defined by the Superintendent (Examples: Strategic Plan, One Needs, Directional System, Continuous Improvement Plan, etc.) •	•	•
2. Aligned to the Strategic Plan •	•	•

Galion Leadership Evaluation And Development System for (GOLEADS) Operations

FINAL HOLISTIC RATINGS

Name:		Position		Academic Year	
Evaluator:		Supervisor (if different than evaluator):			
Domain 1	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 2	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 3	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 4	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 5	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 6	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 7	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Domain 8	Formative (mid-year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished	Summative (end of year) Overall Rating <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished			
Formative Suggestions/Commendations from the Supervisor:		Summative Suggestions/Commendations from the Supervisor:			
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 			
<p>To the employee: My signature below signifies that I have had an opportunity to meet with and review my evaluation. It does not indicate agreement or disagreement with the above ratings.</p>					
Printed Name of Employee		Signature of Employee		Date	
Printed Name of Evaluator		Signature of Evaluator		Date	