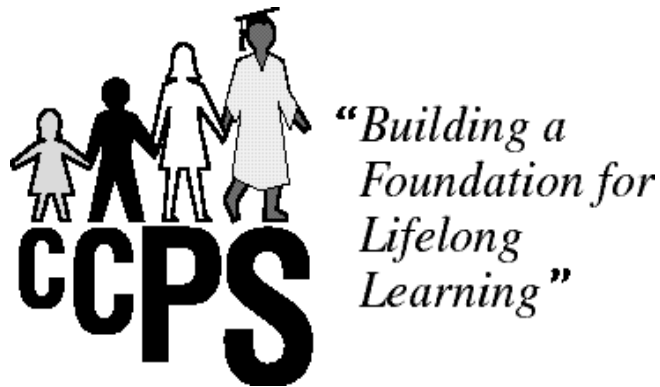


CENTRAL OFFICE SUPPORT SERVICES LEADERSHIP ASSOCIATION (COSSLA) EVALUATION HANDBOOK



Revised April 2018

Our mission is to provide an excellent prekindergarten through graduation learning experience that enables ALL students to demonstrate the skills, knowledge, and attitudes required for lifelong learning and productive citizenship in an ever-changing, global society.

CECIL COUNTY PUBLIC SCHOOLS
Elkton, Maryland

Central Office Support Services Leadership Association (COSSLA)
Evaluation Committee Members

Carolyn J. Teigland, Ed.D.
Associate Superintendent for Administrative Services

Margaret Brown
Assistant for Office Professionals

Georgia Clark
Executive Director for Elementary School Education

G. Scott Heckert
Supervisor of Food & Nutrition

Thomas Kappra
Chief Financial Officer

Theodore Lambert
Supervisor of Facilities

Deanna Perkins
Transportation Specialist

Kadriela Porter
Purchasing Agent

Perry Willis
Executive Director for Support Services

Aretha Young
Manager of Human Resources

Wesley Zimmerman
Director of Technology Services

EVALUATION OF EDUCATION SUPPORT SERVICES LEADERSHIP STAFF

GENERAL COMMENTS

All support services leadership personnel will receive an annual evaluation. Support services leadership personnel hold non-certificated leadership positions. The yearly evaluation should be completed by July 1.

Any rating of “Needs Improvement” or “Ineffective” requires a written comment by the evaluator. It is recommended that the evaluator make general comments on any “Exceeds Expectations” rating.

Employees have the right to comment in writing on their evaluation. Any comments should be received by the evaluator in a timely manner but no later than thirty (30) days from the evaluation.

NEW EMPLOYEES

Employees new to the Cecil County Public Schools are automatically placed on a probationary status. The new employee must receive an evaluation within the first six (6) months of employment.

If an employee receives an evaluation with two ratings of “Ineffective,” the job performance will be considered ineffective and the employee will be either “Place/continue on probation” or “Recommend for dismissal.”

If an employee receives an evaluation with any three ratings of “Needs Improvement” and/or “Ineffective,” the job performance will be considered ineffective and the employee will be either “Place/continue on probation” or “Recommend for dismissal.”

A new employee who has been evaluated and marked “Place/continue on probation” must be re-evaluated within six (6) months from the date of the original evaluation which placed the employee on probation. If the employee is rated “Meets Expectations,” the employee is placed on regular status. If the re-evaluation remains at the ineffective level, dismissal may be recommended.

REGULAR STATUS EMPLOYEES

If a regular status employee receives an evaluation with two ratings of “Ineffective,” the job performance will be considered ineffective and the employee will be either “Place/continue on probation” or “Recommend for dismissal.”

If an employee receives an evaluation with any three ratings of “Needs Improvement” and/or “Ineffective,” the job performance will be considered ineffective and the employee will be either “Place/continue on probation” or “Recommend for dismissal.”

An employee who has been evaluated and marked “Place/continue on probation” must be re-evaluated within six (6) months from the date of the original evaluation which placed the employee on probation. If the employee is rated “Meets Expectations,” the employee is “Changed to regular status.” If the re-evaluation remains at the ineffective level, dismissal may be recommended.

POSITION	EVALUATOR(S)
Administrative Assistant	Associate Superintendent for Education Services
Administrative Assistant in Education Services	Associate Superintendent for Education Services
Assistant for Office Professionals	Director of Human Resources
Assistant in Administration	Associate Superintendent for Administrative Services
Assistant in Administration to the Superintendent and Board of Education	Superintendent
Assistant in Business Services	Supervisor of Business Services
Assistant in Facilities	Supervisor of Facilities
Assistant in Food & Nutrition	Supervisor of Food & Nutrition
Assistant in Human Resources	Director of Human Resources
Assistant in Nursing Services	Director of Student Services
Assistant in Operations	Supervisor of Facilities
Assistant in Safety	Supervisor of Facilities
Benefits Manager	Director of Human Resources
Building Automation Technician Specialist	Supervisor of Facilities
Construction Field Inspector	Supervisor of Construction
Director of Human Resources	Associate Superintendent for Administrative Services
Manager of Applications/Database	Supervisor of Technology Services
Manager of Facilities	Supervisor of Facilities
Manager of Human Resources	Director of Human Resources
Manager of Purchasing	Chief Financial Officer
Network Services Manager	Supervisor of Technology Services
Operations Specialist	Supervisor of Facilities
Purchasing Agent	Manager of Purchasing
Supervisor of Business Services	Chief Financial Officer
Supervisor of Construction	Executive Director for Support Services
Supervisor of Facilities	Executive Director for Support Services
Supervisor of Food & Nutrition	Executive Director for Support Services
Supervisor of Technology Services	Director of Technology Services
Supervisor of Transportation	Executive Director for Support Services
Technology Services Manager	Supervisor of Technology Services
Transportation Specialist	Supervisor of Transportation

- For non-certificated positions not identified above, the evaluator(s) will be determined by the Superintendent of Schools.
- For all support services leadership positions, the Superintendent reserves the right to modify evaluator assignments as needed.



**CECIL COUNTY PUBLIC SCHOOLS
COSSLA
Annual Evaluation**

Name:	Date:
Assignment:	

DOMAIN 1 LEADERSHIP		EE	ME	NI	InE	N/A
L-1	Establishes and maintains high expectations					
L-2	Demonstrates organizational ability					
L-3	Demonstrates oral and written communication skills					
L-4	Advocates for public education/school system/students					
Comments:						

DOMAIN 2 MANAGEMENT		EE	ME	NI	InE	N/A
M-1	Complies with federal, state, and local policies and regulations					
M-2	Manages fiscal resources					
M-3	Maintains flexibility in work schedule/time management					
M-4	Conducts and/or implements productive training					
Comments:						

DOMAIN 3 HUMAN RESOURCES DEVELOPMENT		EE	ME	NI	InE	N/A
H-1	Establishes and pursues appropriate goals for personal professional growth					
H-2	Manages human resources					
H-3	Develops leadership capacity of staff					
Comments:						

DOMAIN 4 INTERPERSONAL RELATIONSHIPS		EE	ME	NI	InE	N/A
IR-1	Communicates and acts honestly and ethically in interpersonal relationships					
IR-2	Demonstrates professional demeanor					
IR-3	Recognizes and respects diversity					
Comments:						

Comments:	
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EVALUATOR'S NAME: _____ DATE: _____

EVALUATOR'S SIGNATURE: _____

EMPLOYEE SIGNATURE* _____

*Indicates copy has been received; does not necessarily indicate agreement with evaluation.

- | | |
|---|--|
| <input type="checkbox"/> Continue employment | <input type="checkbox"/> Place/continue on probation |
| <input type="checkbox"/> Change to regular status | <input type="checkbox"/> Recommend for dismissal |

Employees have the right to comment in writing on their evaluation. Any comments should be received by the evaluator in a timely manner but no later than thirty (30) days from the evaluation.

<p>DISTRIBUTION: Employee Evaluator Personnel File</p>
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PERFORMANCE LEVELS

The performance level ratings which are used to evaluate education support services leadership personnel are defined below.

Domain 1 –Leadership

L-1 Establishes and maintains high expectations			
An education system support leader creates an environment conducive to learning by establishing high expectations for staff and service providers. This is reflected in creating challenging goals that adhere to school law and the district’s policies and procedures.			
Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interest of students. • Establishes a culture that motivates staff and service providers to engage in reflection and personal goal setting. 	<ul style="list-style-type: none"> • Stays informed on and adheres to relevant school laws, policies, and procedures. • Reflects upon personal and department effectiveness to establish improvement goals. 	<ul style="list-style-type: none"> • Is aware of relevant school laws, policies, and procedures but does not adhere to practices. • Reflects upon personal and department effectiveness without establishing improvement goals. 	<ul style="list-style-type: none"> • Does not remain updated and informed on relevant school laws, policies, and procedures. • Reflection and goal setting do not occur.
L-2 Demonstrates organizational ability			
An education system support leader is organized and creates an environment of competence and control. By being organized, performance in various activities will be seen as thorough and complete.			
Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Approach to record keeping is highly systematic and efficient, and serves as a model for colleagues. 	<ul style="list-style-type: none"> • Reports, records, data, correspondence, and documentation are accurate and submitted in a timely manner. 	<ul style="list-style-type: none"> • Reports, records, data, correspondence, and documentation are occasionally inaccurate or late. 	<ul style="list-style-type: none"> • Reports, records, data, correspondence, and documentation are missing, late, or inaccurate resulting in confusion.

L-3 Demonstrates oral and written communication skills

An education system support leader promotes the success of all staff and service providers through effective communication. An education system support leader encourages open communication with members of various groups.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Provides multiple opportunities to communicate with stakeholder groups to celebrate successes and to address concerns regarding program/system initiatives. • Actively seeks and responds to input from a cross representation of members of the school community to address program/system concerns. • Uses multiple data resources during multi-media presentations to engage stakeholders and to support decisions made for program/system initiatives. 	<ul style="list-style-type: none"> • Provides multiple opportunities to communicate with stakeholder groups regarding program/system initiatives. • Encourages input from members of the school community to actively support program/system initiatives. • Utilizes multiple resources and styles of presentation to engage stakeholders and incorporates data to support program/system initiatives. 	<ul style="list-style-type: none"> • Attempts to communicate with stakeholder groups regarding program/system initiatives with varied results. • Rarely engages members of the school community to provide feedback regarding concerns about program/system initiatives. • Only relies on one or two methods/times to communicate with stakeholders using data that does not directly support the program/system initiatives. 	<ul style="list-style-type: none"> • Few opportunities are provided for stakeholder groups to discuss and support program/system initiatives. • Little or inappropriate responses are provided to members of the school community on program/system initiatives. • Does not communicate with stakeholders regarding program/system initiatives.

L-4 Advocates for public education/school system/students

An education system support leader actively promotes the policies and procedures that support success for public schools.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Creates opportunities to promote and support initiatives of the school system. • Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities. • Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends. 	<ul style="list-style-type: none"> • Publicly supports the initiatives of the school system. • Implements county policies and procedures fairly and consistently. • Presents a positive outlook on local, state, and federal initiatives implemented in the school system. 	<ul style="list-style-type: none"> • Makes limited effort to publicly support the initiatives of the school system. • Implements county policies and procedures inconsistently. • Expresses negative outlook on local, state, and federal initiatives implemented in the school system. 	<ul style="list-style-type: none"> • Gives little or no visible public support of the initiatives of the school system. • Demonstrates limited knowledge/understanding of county policies and procedures. • Demonstrates little/no awareness of local, state, and federal initiatives implemented in the school system. • Openly expresses negative outlook on local, state, and federal initiatives implemented in the school system.

Domain 2 – Management

M-1 Complies with federal, state, and local policies and regulations			
An education system support leader crafts and connects management operations, policies, and resources to the federal, state, and local policies and regulations.			
Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Is aware of emerging trends and proactively seeks ways to review and revise processes so that department goals are advanced. • Proactively implements federal, state, and local policies and regulations. • Enables others to understand, adhere to and support relevant laws and policies. 	<ul style="list-style-type: none"> • Ensures that department goals are aligned with current federal, state, and local policies and regulations. • Understands, adheres to, and supports relevant laws and policies. 	<ul style="list-style-type: none"> • Department goals are not consistently aligned with federal, state, and local policies and regulations. • Does not consistently adhere to relevant laws and policies. 	<ul style="list-style-type: none"> • Does not ensure that department goals are aligned with federal, state, and local policies and regulations. • Does not adhere to relevant laws and policies.

M-2 Manages fiscal resources			
An education system support leader uses good fiscal management skills and bases decisions on student and program needs.			
Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Develops a multi-year fiscal plan and budget that aligns to the strategic plan and promotes process improvement strategies. • Continuously scrutinizes expenditures to maintain maximum fiscal responsibility. • Allocates funds in fiscally responsible manner and adjusts to changing needs of the department in response to performance measures. • Adheres to CCPS Business Services procedures and ensures that all staff members follow the CCPS policies, procedures, and timelines. 	<ul style="list-style-type: none"> • Develops a budget and manages funds appropriately. • Allocates funds in a fiscally responsible manner to support the implementation of the strategic plan. • Adheres to CCPS Business Services procedures and follows the CCPS policies, procedures, and timelines. 	<ul style="list-style-type: none"> • Develops a budget that does not minimally support the strategic plan. • Allocates funds that do not fully align with the implementation of the strategic plan. • Inconsistently adheres to CCPS Business Services policies, procedures, and timelines. 	<ul style="list-style-type: none"> • Fails to develop a budget and/or develops a budget that does not support the strategic plan. • Allocates funds in an irresponsible manner and fails to implement the budget to support the strategic plan. • Fails to adhere to CCPS Business Services policies, procedures, and timelines.

M-3 Maintains flexibility in work schedule/time management

An education system support leader demonstrates task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Is reliable and consistent about personal attendance and readily fulfills responsibilities during and outside the typical duty day. • Accepts leadership roles on district work groups and contributes to the task of the committee while maintaining department responsibilities. • Anticipates and adapts to changing conditions and expectations with the best interest of students in mind. 	<ul style="list-style-type: none"> • Is reliable and consistent about personal attendance and fulfillment of responsibilities. • Accepts appointment to district work groups and contributes to the task of the committee. • Adapts to changing conditions and expectations with the best interest of students in mind. 	<ul style="list-style-type: none"> • Is most often reliable and consistent about personal attendance, but may not post absences as they occur. • Serves on district work groups but is not a consistent contributor. • Adapts to changing conditions and expectations without regard for best interest of students. 	<ul style="list-style-type: none"> • Is unreliable or inconsistent about regular, on-time attendance and/or does not register personal absences accurately or promptly. • Declines membership and/or inconsistently attends district work groups and does not contribute when present. • Does not adapt to changing conditions and expectations without regard for best interest of students.

M-4 Conducts and/or implements productive training

An education system support leader is informed about current issues and can apply appropriate strategies to effectively communicate to a varied audience.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Establishes training protocols and provides oversight to ensure proper implementation of local, state, and federal guidelines that result in a documented department/system improvement. • Evaluates established procedures that ensure risk-management improvement. 	<ul style="list-style-type: none"> • Establishes training protocols and provides oversight to ensure proper implementation of local, state, and federal guidelines. • Establishes procedures that ensure risk-management. 	<ul style="list-style-type: none"> • Inconsistently implements established training protocols and/or provides limited oversight to ensure proper implementation of local, state, and federal guidelines. • Inconsistently implements established procedures that ensure risk-management. 	<ul style="list-style-type: none"> • Fails to implement established training protocols and/or fails to provide oversight to ensure proper implementation of local, state, and federal guidelines. • Fails to implement established procedures that ensure risk-management.

Domain 3 – Human Resources Development

H-1 Establishes and pursues appropriate goals for personal professional growth			
An education system support leader facilitates and promotes lifelong learning by pursuing, applying, and sharing professional growth experiences.			
Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> Sets and monitors progress toward appropriate goals for personal professional growth that exceed district expectations. Maintains high levels of participation in professional development opportunities by reading, coursework, conference attendance, and professional committee work at district, state, and national levels while maintaining department responsibilities. 	<ul style="list-style-type: none"> Sets and monitors progress toward appropriate goals for personal professional growth. Pursues opportunities for continued professional development by reading, conference attendance, and professional committee work. 	<ul style="list-style-type: none"> Sets appropriate goals for personal professional growth but does not put a monitoring plan in place. Participates in professional development activities as directed. 	<ul style="list-style-type: none"> Shows no evidence of working toward the goals set for personal professional growth. Does not participate in personal professional development activities and demonstrates no initiative.

H-2 Manages human resources			
An education system support leader promotes department and system success through effective hiring practices and management of human resources.			
Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> Leads the recruiting, interviewing, and hiring of highly qualified staff. Promotes, advocates, and recruits culturally diverse applicants. Regularly reviews and provides feedback about the policies for the hiring and training of staff. Serves as a resource for others with regard to the language of the negotiated agreements. Trains and supports staff allowing them to take initiative and act independently to maintain department operations. 	<ul style="list-style-type: none"> Assists in the interviewing and hiring of highly qualified staff. Promotes the interviewing and hiring of culturally diverse applicants. Follows and stays current with changes to the Cecil County Public Schools' policies regarding the hiring and training of staff. Is knowledgeable of and adheres to all negotiated agreements. Trains and supports staff allowing them to contribute to department operations. 	<ul style="list-style-type: none"> Does not offer support with interviewing and hiring staff. Inconsistently promotes the interviewing and hiring of culturally diverse applicants. Does not stay current with policy changes. Does not consistently adhere to the negotiated agreements. Inconsistently trains and supports staff allowing minimal independent actions in support of department operations. 	<ul style="list-style-type: none"> Does not assist with interviewing staff. Makes no effort to include culturally diverse applicants in the interview process. Demonstrates a lack of knowledge and disregard for the hiring and training policies. Disregards negotiated agreements. Inadequately trains or supports staff resulting in minimal understanding or support of department operations.

H-3 Develops leadership capacity of staff

An education system support leader provides support and training in an effort to build leadership capacity of staff.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none">• Provides extensive opportunities and support to staff members as they take appropriate leadership roles in system initiatives.• Provides multiple opportunities for appropriate leadership development through training and continuing education.• Provides multiple opportunities for staff to develop and facilitate county initiatives.	<ul style="list-style-type: none">• Provides opportunities for staff to take appropriate leadership roles in system initiatives.• Provides opportunities for appropriate leadership development through training and/or continuing education.• Provides opportunities for staff to develop and/or facilitate county initiatives.	<ul style="list-style-type: none">• Provides limited opportunities for staff to take leadership roles in system initiatives.• Provides limited opportunities for leadership development through training and/or continuing education.• Provides limited opportunities for staff to develop and/or facilitate county initiatives.	<ul style="list-style-type: none">• Does not provide opportunities for staff to assume leadership roles in system initiatives.• Does not provide opportunities for leadership development through training and/or continuing education.• Does not provide opportunities for staff to develop and/or facilitate county initiatives.

Domain 4 – Interpersonal Relationships

IR-1 Communicates and acts honestly and ethically in interpersonal relationships

An education system support leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The education system support leader must also monitor the language and action of others to ensure this same level of ethical behavior is upheld. Information is held in confidence and only used as intended and appropriate.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Ensures staff is informed and follows relevant school laws, policies, and procedures and addresses concerns directly. • Demonstrates and holds others to the same standard of fairness and respect in actions and communications with all stakeholders. • Handles confidential information respectfully and appropriately. • Is transparent in all personnel, district, and department decision making and involves others when appropriate. • Evaluates the potential moral and legal consequences of decision making, and takes immediate and appropriate action. 	<ul style="list-style-type: none"> • Ensures staff is informed and follows relevant school laws, policies, and procedures. • Demonstrates fairness and respect in actions and communications with all stakeholders. • Uses confidential information appropriately. • Maintains transparency in personnel, district, and department decision making. • Evaluates the potential moral and legal consequences of decision making. 	<ul style="list-style-type: none"> • Demonstrates awareness of relevant school laws, policies, and procedures. • Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on stakeholders. • Confidential information may be inappropriately shared. • Rationale for decision-making is not always clear. 	<ul style="list-style-type: none"> • Acts without knowledge or regard for school laws, policies, and procedures. • Actions and decisions reflect favoritism or preferential treatment of stakeholders. • Divulges confidential information to inappropriate audiences. • Rationale is self-serving and not in the best interest of the system.

IR-2 Demonstrates professional demeanor

An education system support leader serves as a model of professional behavior and demeanor in appearance, language usage, punctuality, and composure. The leader demonstrates respect for the opinions and interests of others in the organization, and accepts responsibility for one's own actions and decisions.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Sets high standards for professional appearance, language, and relationships. • Engages others in dialogue to reinforce those expectations with all stakeholders. 	<ul style="list-style-type: none"> • Models district expectations for professional appearance, appropriate language, and respectful workplace relationships. 	<ul style="list-style-type: none"> • Is aware of expectations but is inconsistent in modeling professional behavior. 	<ul style="list-style-type: none"> • Disregards expectations for professional behavior.

IR-3 Recognizes and respects diversity

The education system support leader is aware of the diverse cultures represented in the community and among stakeholders. When appropriate, the leader reacts and executes a course of action to address issues or incidents that could have a potential negative impact.

Exceeds Expectations	Meets Expectations	Needs Improvement	Ineffective
<ul style="list-style-type: none"> • Leads the development, implementation, evaluation, and adaptation of processes/programs to meet the needs of diverse stakeholders. • Directs and models districtwide expectations for the fair treatment of all persons. • Develops, reviews, and critiques district policies, programs, and practices to ensure stakeholder needs are met. 	<ul style="list-style-type: none"> • Demonstrates ability to develop, implement, evaluate, and adapt processes/programs to meet the needs of diverse stakeholders. • Sets districtwide expectations for the fair treatment of all persons. • Reviews and critiques district policies, programs, and practices to ensure stakeholder needs are met. 	<ul style="list-style-type: none"> • Does not consistently adjust processes/programs to meet the diverse needs of various stakeholders. • Recognizes the need for fair treatment but fails to establish clear expectations. • Demonstrates awareness of district policies, programs, and practices but inconsistently ensures needs of stakeholders are met. 	<ul style="list-style-type: none"> • Is unaware or does not consider diverse needs of stakeholders. • Acts with insensitivity or disregard for unique needs of stakeholders. • Fails to follow district policies, programs, and practices and does not recognize the inequitable treatment of others.