

# Performance Evaluation



## Administrator

### Personal Information

**Code** administrator  
**E-mail**  
**Date hired**

### Current Position(s)

#### Middle School Academic Quality Controller

<b>Code</b> 165	<b>Supervisor</b>
<b>Date appointed</b>	
<b>Employer</b> IAF - Flint	<b>Location</b> Flint, MI
<b>Division</b> Administration - Flint	<b>Function</b> Academic
<b>Department</b> Academic Quality Control	<b>Sub-function</b> Academic Quality Control

### Performance Plan: AQC 11-12

<b>Planning period</b> FY 2011-2012	<b>Status</b> Evaluate
	<b>Status date</b> 9/29/2011
<b>Valid from - to</b> 9/1/2011 - 8/31/2012	<b>Created by</b> Cormier, Traci L.
<b>Next review on</b>	
<b>Plan owner comments</b>	
<b>Employee comments</b>	

### Evaluation Overview

Category	Goal	Weighting	Evaluation
Academics -- AQC	Academics	40.00%	%
Operations -- AQC	Operations	20.00%	%
Admissions & Placement -- AQC	Admissions & Placement	10.00%	%
Staff Management -- AQC	Staff Management	20.00%	%
Internal Relationships -- AQC	Internal Relationships	3.00%	%
Internal Reporting & Compliance -- AQC	Internal Reporting & Compliance	3.00%	%
Student/Parent Relations -- AQC	Student/Parent Relations	4.00%	%
			%

### Competency

### Rating

Leadership/Team Management  
 Interpersonal Skills/Communication  
 Organization, Planning, Execution  
 Problem Solving and Follow up  
 Dependability

# Performance Evaluation



## Overall evaluation

- Evaluated on
- Evaluation comments
- Employee comments

### Academics -- AQC (40.00%)

**Academics (40.00%)** %

Ensures the academic success of students; recommends necessary actions and strategies; oversees effective implementation of curriculum and instruction; reviews and implements pacing charts; effectively coordinates the administration of tests/exams; coordinates the timely and accurate data entry of scores; thoroughly analyzes tests results and academic performance, identifies problems, recommends and implements solutions in a timely manner; recommends, designs and oversees a quality summer school program; reviews report cards for accuracy in academic entries and Student Code reporting

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Consistently monitors student academic success, making specific recommendations, following up as needed; effectively oversees the effective implementation of curriculum and instruction, often mentoring and modeling the implementation; ensures that pacing charts are implemented and reviewed, and cross references scores with data entered to ensure accuracy; thoroughly reviews and analyzes tests, accurately makes recommendations with achievable solutions, enhancing the academic performance of the students; excels at designing and overseeing a quality summer school program, accurately anticipating identifying and securing the resources required; has designed a highly effective system of reviewing the report cards in a timely and accurate manner to achieve and maintain the highest quality standards</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Monitors students academic success on a regular basis, giving feedback as needed ; effectively oversees the effective implementation of curriculum and instruction; reviews and implements pacing charts regularly, ensures accurate data entry, and administration of tests and exams; reviews and analyzes tests, identifies problems, and makes recommendations in a timely manner; sets specific, ambitious goals and objectives in the design of the summer program, and effectively oversees the quality of the program; carefully and consistently reviews report cards in a timely and accurate manner</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Intermittently monitors student academic success, making few recommendations for improvement; oversees the implementation of curriculum and instruction, but is somewhat inconsistent; reviews and implements pacing charts, however coordination of exams and tests, and accurate data entry of scores is inefficient; sometimes looks at test results, identifies reporting problems, but needs to take more time to recommend and implement solutions for more consistent academic performance; sets realistic goals and objectives in the design of the summer school program, but is somewhat inconsistent in overseeing the program; reviews report cards, but timeliness and/or accuracy are inadequate</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>Fails to monitor students academic success and does not make frequent recommendations for improvement; does not effectively oversee the implementation of the curriculum and instruction; does not review or implement pacing charts, checks student data only as necessary, and is not familiar with score student data entry methods; does not analyze test results on a consistent basis, misses inaccuracies of student reports, and is unable to identify problems; does not set effective goals and objectives in the design of the summer school program, and does not oversee the program; there are some quality problems because he does not adequately review report cards for accuracy in academic entries and Student Code reporting</p>

# Performance Evaluation



**Operations -- AQC (20.00%)**

**Operations (20.00%)** %

Ensures that materials and textbooks are accurate and matched to the pacing; as applicable, secures additional materials needed to meet state-mandated curriculum and/or state testing requirements; coordinates with special area teaching specialists to ensure delivery of quality programs; effectively coordinates referral of students with perceived special needs to appropriate personnel; plans and leads assigned school events and programs

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Accurately selects appropriate materials and textbooks, secures up to date additional state mandated curriculum; has designed highly effective methods for recommending action in a timely and accurate manner to achieve and maintain the highest quality standards; puts in extra effort to ensure that specialists are found for students identified with special needs, often seeking out external sources in order to deliver quality programs; demonstrates a strong leadership through the management of school project teams, and actively participating in events and programs; work consistently demonstrates a high level of accuracy and thoroughness; is a role model for others because of commitment to excellence; is a leader in looking for ways to improve quality and promote it to teachers in the school</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Uses the SABIS® curriculum guide, recommended books and materials, matches pacing charts accurately, and secures materials to meet state mandated curriculum and/or state testing requirements; accurately identifies the need for teaching specialists, coordinating the implementation of programs for students with special needs; regularly maintains project teams that are available to help with the organization of school events and programs at the school; quality of work is consistently accurate and thorough; displays a commitment to excellence and applies feedback to improve</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Uses some of the recommended SABIS® curriculum guide, texts and materials that sometimes match pacing charts and other state testing program requirements; recognizes the need for teaching specialists but is inconsistent in securing and coordinating specialist teachers; needs to spend more time leading, organizing, and planning school events and programs; is aware of the importance of accuracy and thoroughness and attempts to improve the quality of work; improvement in this area should continue to be addressed</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>There are some quality problems because he does not follow the SABIS® curriculum guide and therefore chooses books that are not within SABIS® guidelines; does not identify a need for any teaching specialists; does not demonstrate a willingness to organize school events and programs; work does not reflect adequate attention to accuracy and completeness; fails to apply much of the feedback given in order to improve</p>

# Performance Evaluation



**Admissions & Placement -- AQC (10.00%)**

**Admissions & Placement (10.00%)** %

Ensures appropriate placement of applicants; actively participates in explaining the SABIS® system to staff, parents, students and the community at large

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Shows a high commitment to ensuring students are placed in the appropriate class levels so that they can excel accordingly, and recommends a student life prefect or tutor to maintain student academic excellence; exhibits an excellent knowledge and understanding of the SABIS® system so much so is asked to frequently to speak about the SABIS® system</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Ensures that students are assessed according to SABIS® periodics, mid terms, and final exams, and that those students enter the appropriate class levels according to the data from the test results; exhibits a thorough knowledge and understanding of the SABIS® system and can explain the system to staff, parents, students, and the community at large</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Most of the time, students are placed according to the appropriate class level, with minor adjustments when needed; shows an adequate knowledge and understanding of the SABIS® proprietary educational system and participates to a limited extent in explaining the SABIS® system to staff, parents, students and the community at large</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>Often enrolls students in class levels that are inappropriate for their academic ability and maturity level; In a number of situations has failed to demonstrate the knowledge and understanding of the SABIS® proprietary educational system, and does not actively participate in explaining the SABIS® system to staff, parents, students and the community at large</p>

# Performance Evaluation



**Staff Management -- AQC (20.00%)**

**Staff Management (20.00%)** %

Ensures the right spirit, determines and recommends optimum staffing needs, and teachers' workloads; effectively assesses and recommends teacher candidates; effectively monitors and assesses teacher performance, and ensures required training and development; effectively trains and supports teachers in SABIS® methodology

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Sense of understanding the teachers in the department is so keen that is able to identify and make adjustments with ease and precision; contributes to a well managed department by thoroughly analyzing staffing needs, and accurately recommending quality teachers for open positions; gives excellent, ongoing feedback and coaching ideas to teachers, so that they meet set goals and objectives improving positivity and performance progress; makes training and development activities for teachers a priority, coordinating opportunities on and off school site; seeks out the most effective training and development activities to ensure that required training and development is met by the largest majority of teachers possible; takes full advantage of available resources and tools and puts them to maximum use in order to assure effective training and support of teachers in SABIS® methodology; assumes a leadership role in assisting teachers to fulfill their responsibilities with regard to SABIS® methodology</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Is enthusiastic and shows a willingness to modify where needed to ensure positivity and optimum performance from teachers; usually can assess staffing needs, and often makes recommendations accurately and with precision; provides regular feedback for staff, setting achievable goals and objectives so that teachers can adjust accordingly; encourages teachers to expand knowledge through professional development and training activities as needed to meet requirements; identifies training needs and supports teachers in SABIS® methodology promptly and offers appropriate solutions</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Projects a limited sense of confidence in staff, making adjustments if required, but keeping recommendations to a minimum; sometimes shows the ability to assess staffing needs, but rarely makes recommendations that will have any impact; the feedback given to staff is infrequent and ineffective; needs to work toward more positive outcomes; gives teachers limited opportunities to participate in training and development, and often required training and development does not occur; is slow to identify training needs that will support teachers in SABIS® methodology; accepts that training needs exist most of the time when identified and attempts to offer alternative solutions</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>Displays a lack of enthusiasm for staff, therefore disregarding the needs of the department and students; staffing needs are not made a priority, therefore, qualified teachers are often overlooked to fill the needs of the department or open positions in the school; rarely provides useful or frequent performance feedback to teachers; actions have resulted in a lack of motivation and inspiration among students and teachers; does not provide opportunities for teachers to participate in training and development activities, and frowns upon any professional development requests, and therefore does not ensure that required training and development takes place; fails to identify training needs in order to support teachers in SABIS® methodology; often denies that training needs exist or is negative when a lack of support of teachers is identified</p>

# Performance Evaluation



**Internal Relationships -- AQC (3.00%)**

**Internal Relationships (3.00%)** %

Ensures smooth and efficient working relations that positively impact academics; works closely and efficiently with the Director, the school administrative team, and SABIS® to ensure student success and smooth operation; requests support as needed

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Is highly dedicated to fostering smooth &amp; efficient working relationships, and keeps an open door policy to resolve issues; work consistently demonstrates the highest level of commitment to student success and school operation by the collaboration on a regular basis with the Director, administrative team, and SABIS® regional academic staff; is a role model for others because of commitment to excellence and is a leader in looking for ways to improve quality and promote it to others in the school; strongly supports and actively promotes the organization's goals and values through working with others to obtain the support needed; not only displays understanding of the SABIS® culture, but lives by it and actively promotes it</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Efforts to ensure smooth &amp; efficient working relations are adhered to, and they often impact academics positively; often works with the Director, school administrative team, and SABIS® regional academic staff, ensuring that student success and school operation are consistent; effectively uses resources to ensure objectives are met and requests support as needed</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Sometimes makes an effort to create an environment that ensures smooth &amp; efficient working relationships that positively impact academics; needs to work on developing relationships with the Director, school administrative team, and SABIS® regional academic staff to ensure student success and smooth operation; there would be more successful outcomes if the surrounding resources are used effectively and sometimes requests support as a last resort</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>Does not make an effort to ensure smooth &amp; efficient working relations, sometimes resulting in negativity and poor academic results; has not established collaborative relationships with the Director, administrative team and SABIS®, therefore student success and smooth operation are rare; has not exhibited the ability to use surrounding resources effectively and to best advantage; does not request support</p>

# Performance Evaluation



**Internal Reporting & Compliance -- AQC (3.00%)**

**Internal Reporting & Compliance (3.00%)** %

Ensures the proper implementation of SABIS® academic systems and standards; maintains a professional image; completes needed periodic reports in a timely and accurate manner

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Excels with following the proper implementation of SABIS® academic systems and standards; teachers truly understand the value of using the SABIS® academic system and standards; holds self accountable for maintaining a positive personal and professional SABIS® image, gaining respect from those around him; is committed to reviewing and completing periodic reports in a timely manner, making certain that their submission is accurate</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Actions demonstrate a commitment to following the proper implementation of SABIS® academic systems and standards; consistently conveys a positive personal and professional SABIS® image; shows a significant conscientiousness to completing needed periodic reports in a timely and accurate manner</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Has been somewhat inconsistent in following the proper implementation of SABIS® academic systems and standards; sometimes conveys a positive personal and professional SABIS® image; occasionally periodic reports are completed in a timely and accurate manner, however, there are some inconsistencies</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>There have been instances of failing to follow the proper implementation of SABIS® academic systems and standards; it is obvious there is no effort made to convey a positive personal and professional SABIS® image; unless reminded, periodic reports are incomplete and inaccurate most of the time</p>

# Performance Evaluation



**Student/Parent Relations -- AQC (4.00%)**

**Student/Parent Relations (4.00%) %**

Reinforces positive student behavior and establishes rapport with students; effectively counsels students with serious academic problems; reviews and approves official school communications regarding academic progress or updates; coordinates individual academic student concerns with parents as appropriate

<p><b>Exceeds Requirements (4.00%)</b></p> <p>Has excelled in reinforcing trust and rapport with students, as reflected in continual positive behavior; is highly persistent with students who have academic problems, and meets with those students on a regular basis; also empowers students to effectively manage themselves; is consistent with reviewing and approving school communications regarding academic progress and updates and is a role model for others because of commitment to excellence; communication is immediate and ongoing with parents/guardians when there are individual student academic concerns; takes the teacher out of the middle without excluding the teacher altogether</p>
<p><b>Meets Requirements (3.00%)</b></p> <p>Often reinforces trust and rapport with students, students respond with mutual respect and positive behavior; makes a practice of consistently addressing and counseling students with serious academic problems; makes a consistent effort to review and approve official school communications regarding academic progress and updates; communicates immediately with parents/guardians when there are individual student academic concerns</p>
<p><b>Minimally Acceptable (2.00%)</b></p> <p>Sometimes reinforces trust and rapport with students, however negative behavior still exists; in some situations, students with serious academic problems are addressed and counseled, but needs to develop skill in obtaining more positive outcomes; should take more time to review and approve official school communications regarding academic progress and updates; communication regarding individual student academic concerns with parents/guardians is infrequent and more often done by teachers themselves</p>
<p><b>Unsatisfactory (1.00%)</b></p> <p>There have been instances of failing to reinforce trust and rapport with students, therefore causing distrust and negative reactive behavior; displays an aversion to addressing students with serious academic problems; seldom reviews and approves official school communications regarding academic progress or updates; rarely communicates individual student academic concerns with students' parents/guardians; allows teachers to be in the middle of student academic concerns instead of taking a leadership role to do so</p>

**Competencies**

- Leadership/Team Management**
- Interpersonal Skills/Communication**
- Organization, Planning, Execution**
- Problem Solving and Follow up**
- Dependability**