

LEADERSHIP

All Staff

Action Plans and Summary

	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1	Clearly articulates a vision for the role of the department and BOCES and persuasively promotes that vision	Clearly articulates a vision for the role of the department and BOCES	Clearly articulates and promotes a departmental vision	Cannot articulate a vision for the department
2	Is a continuous learner and actively seeks new knowledge	Accepts and responds to learning opportunities with enthusiasm	Accepts opportunities for new learning	Sometimes resists opportunities for new learning
3	Consistently follows through with effective strategies for implementing organizational goals	Frequently follows through with effective strategies for implementing organizational goals	Sometimes follows through with effective strategies for implementing organizational goals	Rarely follows through with effective strategies for implementing organizational goals
4	Pro-actively seeks and shares opportunities (ideas, funding sources, information) and cultivates relationships within and beyond the organization in order to meet the needs of students and programs	Regularly seeks and shares opportunities (ideas, funding sources, information) and cultivates relationships within and beyond the organization in order to meet the needs of students and programs	Occasionally seeks and shares opportunities (ideas, funding sources, information) and cultivates relationships within and beyond the organization in order to meet the needs of students and programs	Rarely seeks or shares opportunities (ideas, funding sources, information) and cultivates relationships within and beyond the organization in order to meet the needs of students and programs
5	Consistently holds self and others accountable for the highest standards of performance	Holds self and others accountable for high standards of performance	Holds self accountable to high standards, but sometimes accepts less from others	Does not consistently apply high standards of performance to staff and self

Summary

Expected Action Plan for Growth

BOCES ORGANIZATIONAL GOALS

All Staff

Action Plans and Summary

	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
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4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1	Enthusiastically contributes to the development of departmental goals, objectives and departmental goals and activities	Contributes to the development of departmental goals, objectives strategies and activities	Contributes to the development of departmental goals	Does not participate in the development of goals
2	Understands and promotes BOCES organizational and departmental goals and activities	Understands BOCES organizational and departmental goals and activities	Understands departmental goals, but may not understand their link to organizational goals	Does not understand the purpose for departmental or organizational goals
3	Develops a thorough plan of action to implement departmental goals including strategies, activities, time line, person responsible, and a means of evaluation	Develops a plan of action to implement departmental goals including most plan components listed in "distinguished"	Develops a plan of action to implement departmental goals, but the plan includes only a few of the plan components listed in "distinguished"	Fails to develop a plan of action that contains even a few of the plan components outlined in "distinguished"
4	Accomplishes most of the goals established for the department; develops and communicates a plan to assess why some goals were not met; plans to address those goals in the future	Accomplishes most of the goals established for the department; can explain why some of the goals were not met	Accomplished some of the goals established for the department; needs to clarify why some of the goals are not met	Accomplishes few of the goals established for the department; fails to be able to explain why some of the goals were not met

Summary

Expected Action Plan for Growth

STAFF SUPERVISION, EVALUATION AND DEVELOPMENT

Action Plans and Summary

	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
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	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1	Ensures the quality, timeliness and content of written staff evaluations; completes process jointly with staff at least once annually; addresses areas of strength, weakness and achievement; provides guidance and support	Has system in place to monitor timeliness and content of written staff evaluations; completes process with each staff member at least once annually; addresses weakness; provides guidance and support	Completes evaluations in writing for each staff member at least once annually; staff may or may not participate in process; guidance and support is limited	Completes evaluations irregularly or verbally; staff are not part of the process. Specific feedback to staff, support, and guidance are missing
2	Ensures that staff understand evaluation process and expectations for success; creates opportunities for staff to reflect on performance	Explains evaluations process and expectations for success to all staff. Encourages staff to reflect on performance	Explains evaluation process and expectations for performance to new staff only; provides limited opportunities for staff to reflect with supervisor on performance	Fails to inform staff of the evaluation process or expectations for success; no opportunity for staff to reflect on performance is provided
3	Collaboratively develops with staff the core expectations for knowledge, skill and performance	Identifies and communicates core expectations for staff knowledge, skill and performance	Minimally identifies core expectations for staff knowledge, skills and performance	Fails to identify core expectations for staff knowledge, skill and performance
4	Conducts regular staff meetings, shares comprehensive knowledge of all departmental activities including progress on current plans and future needs	Conducts regular staff meetings, discusses current departmental activities and needs	Conducts irregularly scheduled staff meetings, reviews limited or outdated departmental activities	Conducts few or no staff meetings; staff have inadequate awareness of department activities
5	Purposefully and collaboratively plans and encourages staff to participate in appropriate professional development opportunities	Consistently supports appropriate professional development opportunities for staff	Supports professional development opportunities in an ad-hoc manner	Fails to support professional development opportunities for staff

Summary

Expected Action Plan for Growth

COMMUNICATION AND LINKAGES

Action Plans and Summary

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	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1	Regularly contributes high quality items to the web site in a timely manner	Makes timely updates, expands and improves items on the web site	Makes timely updates to the web site	Does not make timely updates to the web site
2	Provides all appropriate information to department staff and central administration on a consistent basis	Provides information to department staff and central administration as needed	Provides information to department staff and central administration periodically	Provides insufficient information to department staff and central administration
3	Enthusiastically and effectively promotes BOCES programs and services with component school districts and community partners*	Effectively promotes BOCES programs and services with component school districts and community partners*	Promotes BOCES programs and services with component school districts and community partners*	Fails to promote BOCES programs and services with component school districts and community partners*
4	Recognizes the value of community and component school input in the planning process for improving BOCES programs and services	Involves community and component school districts in planning process for improving BOCES programs and services	Minimally involves community and component schools in planning process for improving BOCES programs and services	Plans without community and component school district input
5	Accesses community resources to strengthen and improve BOCES programs	Accesses community resources to strengthen and/or improve BOCES programs	Has minimal awareness of community resources available to strengthen or improve BOCES programs	Does not utilize community resources to strengthen or improve BOCES programs
6	Effectively promotes, understands and uses communication tools, i.e. van mail, email, web site, etc.	Understands and uses communication tools effectively	Understands and uses communication tools	Lacks understanding and/or does not utilize communication tools.

* At the start of each year, administrators and program leaders will meet with supervisors to define the specific partners related to their programs.

Summary

Expected Action Plan for Growth

PROMOTING BOCES AS A RESOURCE

Action Plans and Summary

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	Distinguished	Proficient	Basic	Unsatisfactory
1	Has an understanding of most programs, processes and relevant contacts within BOCES organization	Has an understanding of many of the BOCES programs and processes and has some relevant contacts	Has some knowledge of BOCES programs and services	Has limited or no knowledge of BOCES programs and processes
2	Communicates, advocates and provides information for several BOCES programs to all potential partners on a consistent basis*	Communicates, advocates and provides information for several BOCES programs	Communicates, advocates and will provide information occasionally or when requested	Neither endorses nor communicates information about BOCES programs
3	Actively communicates the cost benefits of all BOCES programs	Advocates the cost benefits of BOCES programs when called upon	Acknowledge the cost benefits of BOCES programs	Lacks knowledge of BOCES cost benefits and/or fails to advocate for BOCES as a cost effective enterprise
4	Proactively supports and sustains districts in SED initiatives	Supports districts in SED and BOCES initiatives	Has limited knowledge of SED and BOCES initiatives; supports only when directed and with guidance	Has no knowledge of SED or BOCES initiatives
5	Contributes to the systematic promotion of BOCES through a wide range of public relations tools including the web site; newsletters and other appropriate channels of communication	Promotes BOCES programs on a regular basis	Promotes BOCES programs only on request	Fails to promote BOCES programs even when given the opportunity

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Expected Action Plan for Growth

ETHICS AND INTEGRITY

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	Distinguished	Proficient	Basic	Unsatisfactory
1	Demonstrates qualities of trustworthiness and honesty			May have lapses of honesty and/or trustworthiness
2	Maintains confidentiality			Fails to maintain confidentiality
3	Seeks opportunities to participate as a team member with any BOCES program	Participates as a team member with BOCES programs when asked	Participates as part of a team only when doing so promotes individual's own program	Is not a team player
4	Exercises sound judgement	Generally exercises sound judgement	Sometimes exercises sound judgement	Rarely exercises sound judgement

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WORK HABITS

All Staff

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	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1	Pro-actively takes on new tasks and willingly helps others with additional tasks	Willingly takes on new tasks	Willingly takes on some new tasks when persuaded	Refuses to take on new tasks even when encouraged
2	Completed tasks accurately and ahead of time	Completes tasks accurately and on time	Some tasks are not completed in a timely manner; work may not be accurate	Rarely completes tasks in a timely manner; work may not be accurate
3	Is professional in all aspects of the position including language, dress, demeanor, punctuality	Presents oneself professionally in most aspects of the position	Presents oneself professionally some of the time	Frequently does not present oneself professionally
4	Maintains excellent attendance in order to perform all duties and meet all responsibilities; goes above and beyond	Maintains attendance as required to perform all duties and responsibilities	Is not always in attendance as required; affects ability to complete all duties and responsibilities	Attendance negatively affects ability to complete duties and responsibilities
5	Consistently demonstrates resourcefulness, flexibility and creativity whenever needed	Demonstrates resourcefulness, flexibility and creativity sometimes	Demonstrates resourcefulness, flexibility and creativity rarely	Does not demonstrate resourcefulness, flexibility and creativity
6	Accepts constructive criticism appropriately	Accepts constructive criticism most of the time	Accepts constructive criticism sometimes	Does not accepts constructive criticism

Summary

Expected Action Plan for Growth

ACTION PLANS AND SUMMARY COMMENTS

Name: **Supervisor:**

Title: **Location:**

**Additional
Comments**

**Employee
Comments**

Signatures

Employee

Supervisor

Date:

Date: