*This is intended as a sample. Choose the competencies specifically referenced in the description of the employee.*

**Instructions:** For each item below, based on your knowledge of the performance of the employee, circle on the scale between 1 and 10. The scale is described below.

**Does Not Meet Expectations**   1 2 3 4 5 6 7 8 9 10  **Exceeds Expectations**

A comments section is at the end of the form. Comments are encouraged, but required for any ranking below five.

1. **RESPECT.** Establishes and maintains a reputation of respect with the key stakeholders of the district.

1 2 3 4 5 6 7 8 9 10

1. **FOLLOW THROUGH.** Follows through on all commitments and promises with an appropriate sense of urgency.

1 2 3 4 5 6 7 8 9 10

1. **INNOVATION.** Values and actively encourages creative and innovative ideas from staff and key stakeholders. Anticipates and seizes new opportunities.

1 2 3 4 5 6 7 8 9 10

1. **PRIORITIZING.** Manages time and resources effectively according to district and professional/personal goals. When necessary, makes personal sacrifices to assure results.

1 2 3 4 5 6 7 8 9 10

1. **DELEGATION.** Broadly shares both responsibility and accountability with individuals or groups based on their skills, experience and available time. Clarifies roles amongst staff.

1 2 3 4 5 6 7 8 9 10

1. **EXPRESSING IDEAS.** Writes clearly, concisely and persuasively. Speaks in a clear and articulate manner, adapting content and style to different audiences and venues.

1 2 3 4 5 6 7 8 9 10

1. **MAKING A CASE.** Appeals to emotions and/or reason using data, concrete examples and demonstrations when talking with board of education, community members and the media.

1 2 3 4 5 6 7 8 9 10

1. **MEETINGS.** Effectively prepares for board of education meetings, including setting clear objectives, agendas, advance materials and appropriate time management. Provides opportunities for input.

1 2 3 4 5 6 7 8 9 10

1. **TRUST.** Gains the trust of all stakeholders by actively listening and seeking to understand their views and needs. Avoids bureaucratic responses.

1 2 3 4 5 6 7 8 9 10

1. **INSIGHT.** Understands his/her strengths and weaknesses and circumstances in which they become most important.

1 2 3 4 5 6 7 8 9 10

1. **SEEKING GROWTH**. Actively seeks constructive feedback and other opportunities for self-development. Takes responsibility for his/her own behavior, mistakes and results and learns from successes and failures.

1 2 3 4 5 6 7 8 9 10

1. **CONFLICT.** Models appropriate responses to conflict, encouraging others to manage conflict openly and productively. Settles disputes fairly.

1 2 3 4 5 6 7 8 9 10

1. **VISION, MISSION, VALUES AND GOALS.** Effectively establishes and articulates a compelling vision that aligns with the district’s broader mission, vision and values. Cascades these goals and values throughout the district.

1 2 3 4 5 6 7 8 9 10

1. **NETWORKING.** Seeks opportunities to work with a wide range of individuals and organizations inside and outside of the district to achieve better outcomes.

1 2 3 4 5 6 7 8 9 10

1. **MANAGING CHANGE.** Effectively manages change by setting new direction, seeking to understand the effects of change on the district and stakeholders.

1 2 3 4 5 6 7 8 9 10

1. **RESILIENCE.** Demonstrates tenacity in the face of adversity, persevering through significant challenges to reach long and short-term goals.

1 2 3 4 5 6 7 8 9 10

Comments: