



## Kent ISD Non-Union Consultant or Coach Performance Evaluation

*Required at least once every three years, or may be used more frequently at the discretion of the supervisor based on performance.*

Name:	Title:
Evaluator:	Title:
Year of prior evaluation:	
Current school year:	

### Domain and Summative Rating Scale:

Meets Expectations

Needs Improvement (goal setting required)

Unsatisfactory

### **Reflection & Connection to Prior Cycle** *(optional in the first cycle using this framework)*

Previously Noted Areas of Strength to Leverage in Professional Practice:

Growth Focus Area #1:

- Strategies:
- Indicators of Progress / Success

Growth Focus Area #2:

- Strategies:
- Indicators of Progress / Success

**Check-In Conversation or Observation #1****Date:**

Evaluator summary comments:

Consultant or Coach comments:

**Check-In Conversation or Observation #2****Date:**

Evaluator summary comments:

Consultant or Coach comments:

**Check-In Conversation or Observation #3****Date:**

Evaluator summary comments:

Consultant or Coach comments:

**Review of Growth or Progress in Focus Areas identified in the prior cycle:**

Self-Assessment of Progress:

Administrator Comments:

## Mindset and Leadership

Indicator	Benchmark	Comment: (optional)
Fair, honest, transparent	<i>Regarded as fair, honest and transparent based on periodic stakeholder feedback and supervisor interactions</i>	
Supports and implements organizational decisions	<i>Contributes to and supports decisions made by leadership in all settings with a commitment to carry the work forward with fidelity</i>	
Quality contributor to department culture and outcomes	<i>Effectively works with others to collectively establish a positive and supportive climate and culture of the team, and the work of that team, aligned to team and ISD goals</i>	
Collaborator – trusted team member	<i>Commonly viewed as one who values collaborative efforts and is regarded as a trusted and valued colleague</i>	
Integrity, consistent, reliable	<i>Honest with strong moral principles that others count on</i>	
Listener – seeks to understand	<i>Frequently engages in purposeful listening to better understand varied perspectives and the needs of those seeking assistance</i>	
Assumes positive intent	<i>Approaches situations from a stance that assumes all parties seek or desire a mutually positive outcome</i>	

Solutions-based	<i>Applies a can-do, optimistic approach that offers potential solutions in lieu of barriers only</i>	
Respectfully navigates conflict	<i>Thoughtfully and respectfully approaches potential conflicts in a way that seeks to find the best outcomes for students and learning with a focus on the why – differences don't always result in win / lose, but focus on common interests</i>	
Growth mindset	<i>Self-reflective disposition with a genuine desire and commitment to continuously learn and grow professionally</i>	
Advocate for inclusion, diversity and equity	<i>Actions reflect a commitment to including and supporting the varied needs of all students and staff</i>	
Accessible	<i>Deliberate commitment to being reasonably accessible and responsive to those seeking support or services</i>	
Seeks to contribute to the building of capacity in others	<i>Conducts the work in a way that fosters the collaborative development and capacity of others both within and outside of the ISD. Encourages opportunities for others to lead and learn, while offering support.</i>	
<b>Reflective Input:</b>		

<b><i>Mindset and Leadership Rating:</i></b>	<b>Evaluator Comment:</b>

## Relationships and Environment

<b>Indicator</b>	<b>Benchmark</b>	<b>Comment: (optional)</b>
Approachable and supportive	<i>Non-threatening, supportive and encouraging demeanor – meets clients where they are in their practice</i>	
Confidential – discreet	<i>Understands when and what information is appropriate to be shared or disclosed</i>	
Takes initiative – moves the work forward	<i>Moves beyond concepts and ideas to actual implementation support that leads to meaningful and intended outcomes</i>	

Reliable, follows through	<i>Can be counted on to do what is agreed upon</i>	
Establishes collaborative relationships	<i>Engages and responds to inquiries making connections that foster ongoing collaborative efforts</i>	
Strong work ethic	<i>Demonstrated commitment to the time and efforts necessary for the work</i>	
Represents the organization in a professional manner	<i>Actions consistently offer a supportive impression of the ISD's services. Thoughtfully offers expertise and makes recommendations while genuinely considering the needs and priorities of the client.</i>	
Seeks and accepts feedback	<i>Openly seeks, receives and reflects on the feedback of client stakeholders to improve one's own ability as a service provider</i>	
Efficient use of time	<i>Strategically plans and allocates time to maximize capacity and outcomes</i>	



Strategic use of resources	<i>Seeks out and leverages available resources to maximize results</i>	
Advocates for the organization and profession	<i>Is an advocate and positive voice for the organization and the services available to partners</i>	
Committed to own continued learning	<i>Seeks out and engages in varied types of learning opportunities that grow professional capacity</i>	
Applies knowledge of client needs and environment	<i>Takes proactive steps to learn, consider and factor in any client contextual elements or organizational culture necessary for supporting successful outcomes</i>	
<b>Reflective Input:</b>		

<b><i>Relationships and Environment Rating:</i></b>	Evaluator Comments:

## Service Preparation and Delivery

<b>Indicator</b>	<b>Benchmark</b>	<b>Comment: (optional)</b>
Extensive knowledge and demonstrated acumen in primary areas of responsibility	<i>Highly skilled and well-versed in the area of expertise</i>	
Informed – stays current on key topics and emerging issues	<i>Remains up to date and current on pertinent issues and developments for the betterment of clients</i>	
Ensures understanding of client needs and priorities	<i>Recommendations and services are designed to the expressed needs and priorities of the client</i>	
Service design - begins with the end in mind	<i>Service planning and preparation demonstrate thoughtful and flexible plan designed to achieve the client's desired outcome</i>	

Collects and analyzes relevant data	<i>Decisions, planning and adjustments are well-informed by relevant data</i>	
Considers potential unintended outcomes	<i>Works with the client to consider or anticipate potential problems or undesired outcomes to be avoided</i>	
Formulates strategic questions	<i>Formulates - poses questions that surface ideas / lead to shared commitment and common understanding</i>	
Accountability for decisions and actions	<i>Accepts responsibility and owns results or outcomes that are in the scope of the consultant's or coach's decisions</i>	
Decisions place students and learning first	<i>Decisions and advocacy are consistently aligned to the best interests of students and learning</i>	
Effective and frequent communication	<i>Communications are timely and appropriately tailored to the purpose and audience</i>	

Identifies potential threats and opportunities	<i>Program evaluation or needs assessment are utilized for continuous improvement</i>	
Effective planning for systems, projects and initiatives	<i>Uses systems and processes to achieve outcomes from goals and objectives</i>	
Complies with policy, laws and regulations	<i>Works with clients to ensures that alignment with policy, laws and regulations are considered in advance</i>	
<b>Reflective Input:</b>		
<b>Service Preparation &amp; Delivery Rating:</b>	Evaluator Comments:	

## Results – Impact

Indicator	Benchmark	Comment: (optional)
Project Progress Monitoring	<i>Assesses the status of services and supports to determine what adjustments are appropriate to accomplish the desired outcomes</i>	
Successful implementation	<i>Consultant or coach offers anecdotal evidence, data or artifacts that suggest significant progress or accomplishment of established goals / projects, with a focus on attaining the client's intended outcomes through the well-developed plan</i>	
Communication leads to shared purpose, support and understanding	<i>Consultant or coach offers anecdotal evidence, data or artifacts that suggest that the collaborative work leads to engagement, support and commitment among involved stakeholders</i>	
Time and resources are utilized efficiently	<i>Consultant or coach offers anecdotal evidence, data or artifacts that suggest that utilization of time and resources lead to productive outcomes</i>	
Utilization of Services	<i>The demand for the consultant's or coach's services across a range of clients are reflective of an overall desire and/or satisfaction of the services rendered</i>	
Staff engagement result in productive outcomes	<i>Ideas and high productivity result from staff feeling ownership and connection to the work of the organization</i>	

<b>Reflective Input:</b>		
<b>Results - Impact Rating:</b>	Evaluator Comments:	

## Domain Ratings

Mindset and Leadership.....

Relationship and Environment.....

Service Preparation & Delivery.....

Results – Impact .....

<b>Overall Summative Rating:</b>	Summative Comments:
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<p><b><u>For next year / cycle:</u></b></p> <p>Strengths &amp; “Growth Edges or Focus Areas”: <i>(to be identified collaboratively with input from the consultant or coach)</i></p> <p><u>Notable Areas of Strength in Professional Practices:</u></p> <p><u>Growth Focus Area #1:</u></p> <p><u>Growth Focus Area #2:</u></p>
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If the overall summative rating is less than Meets Expectation, a comprehensive plan for improvement must be developed in consultation with Human Resources and the employee.

Is a Plan of Improvement needed?

If any Domains were rated less than Meets Expectation, a growth plan *may* be developed in consultation with the employee.

Evaluatee's Signature: \_\_\_\_\_

*By signing I acknowledge receipt of this evaluation. My signature does not necessarily reflect my concurrence with the results of the evaluation. I realize that I have the option to submit a written rebuttal to be attached to this evaluation if provided to Human Resources within 15 days.*

Date of Evaluation Meeting:

Evaluator's Signature: \_\_\_\_\_

- Please print and provided a signature copy to Human Resources for the employee's personnel file.