

INITIAL PLANNING SHEET

Work Copy (Must be completed by evaluatee and a copy furnished to evaluator prior to the 6th week of regular assignment)

Planning Conference Copy (Must be completed prior to the end of 8th week of regular assignment basis. Signatures Necessary below.) Date of Conference _____

Name _____

Employee No. _____ Status _____

School/Office _____

Location _____

Position _____

Code _____ Years of service in _____

Class _____

Code _____ Present position _____

OBJECTIVES	ACTIVITIES TO MEET OBJECTIVES
I. COMMUNICATION DIMENSIONS (Oral Communication, Written Communication)	
II. DECISION-MAKING DIMENSIONS (Analysis, Judgment, Decisiveness, Extra-Organizational Sensitivity)	
III. MANAGEMENT DIMENSIONS (Planning and Organizing, Delegation and Follow-up)	
IV. INTERPERSONAL DIMENSIONS (Development of Staff Members, Leadership and Influence, Instructional Leadership)	
V. PERSONAL DIMENSIONS (Initiative/Innovativeness)	

Professional Development: List area(s) to serve as special focus for development efforts.

(For Planning Conference Copy, only)

The initial Planning Sheet [] was [] was not completed by mutual agreement. I acknowledge receipt of these activities which will be used for evaluation purposes.

Reviewed and Approved by _____
 Evaluatee's Signature _____ Date _____

 Evaluator's Signature _____ Position _____ Date _____

DIMENSIONS

I. COMMUNICATION DIMENSIONS

Oral Communication: Effective expression in individual or group situations when given time to prepare and when speaking extemporaneously (includes organization, gestures and nonverbal communication). This dimension includes behavior related to how messages are delivered—not the content of communications.

Written Communication: Clear expression of ideas in writing and in good grammatical form (includes the plan or format of the communication). This dimension concerns the clarity and manner of expression in writing—not the content of communication.

II. DECISION-MAKING DIMENSIONS

Analysis: Identifying issues and problems, securing relevant information, relating and comparing data from different sources and identifying cause/effect relationships.

Judgment: Developing alternative courses of action and making decisions which reflect factual information, are based on logical assumptions, and take organization resources into consideration.

Decisiveness: Readiness to make decisions, render judgments, take actions or commit oneself.

Extra-Organizational Sensitivity: Perceiving the impact and the implication of decisions on various ethnic groups; understanding of and sensitivity to various cultural and ethnic groups.

III. MANAGEMENT DIMENSIONS

Planning and Organizing: Establishing a course of action for self and/or others to accomplish a specific goal; planning the proper assignment of personnel and appropriate allocation of resources.

Delegation and Follow-up: Using staff fully and effectively; allocating decision-making and other responsibilities to the appropriate staff member with follow-up.

IV. INTERPERSONAL DIMENSIONS

Development of Staff Members: Developing the skills and competencies of staff members; assessing career potential; providing development and training activities to enhance performance in current and future jobs.

Leadership and Influence: Utilizing appropriate interpersonal styles and methods in guiding individuals and groups toward task accomplishment; building cohesiveness and cooperation among members of the school community; facilitating group process and the resolution of conflict.

Instructional Leadership: Combining a knowledge of instructional method with an appropriate interpersonal style to systematically assess needs and develop and implement an instructional program that fully responds to identified needs and goals and monitor its effectiveness.

V. PERSONAL DIMENSIONS

Initiative/Innovativeness: Self-starting rather than passively accepting. Taking action to achieve goals beyond what is necessarily called for. Originating action. Developing unique and creative solutions to complex problems.