

IEM Charter Schools ES Self-Evaluation

(For ES use as a self-evaluation. Fax, email, or mail to your ES Advisor by the deadline date on the Paperwork Timetable each year.)

One part of the ES's yearly Evaluation process.

IEM ES Evaluation 2012

Education Specialist:

ES #:

ES Advisor:

GOALS AND OBJECTIVES REPORT

Go to ES Webfiles, View/ES Detail Goals tab. Be sure to complete your progress report of how you met your prior year's goals under each one. Then go to the Professional Goals tab and select (or add) the school year. Follow the directions to select your next year's goals (at least 2 goals).

PERFORMANCE COMPETENCIES

Rating Definitions

Low = Does not meet standards (Totally unacceptable score—consult your advisor)

= Needs Improvement (This identifies an area you need to concentrate on more, and should have a goal to address this for next school year)

= Meets ES Expectations (This is the standard of what we expect of all ESs)

High =Consistently superior (This means you always go over and above the ES expectations in this area)

ES Job Knowledge

This section evaluates the ESs overall knowledge of the ES Handbook and requirements of the job.

	N/A	Low	<----->	High
Exhibits ability to learn and apply new skills				
Keeps abreast of current developments				
Displays understanding of how job relates to others				
Uses resources effectively (Advisor, Handbook, etc)				
Competent in required job skills and knowledge				
Completes ES tests as required				

Maintains accurate records

This section evaluates the ESs required paperwork quality.

	N/A	Low	<----->	High
Demonstrates accuracy and thoroughness				
Applies feedback to improve performance				
Monitors own work to ensure quality				

Submits timely records

This section is based on Database late reports and responsiveness to staff & parent requests.

	N/A	Low	<----->	High
Completes work in timely manner				

Service to families

This section is based on ES Advisor observations, and parent survey responses.

	<i>N/A</i>	<i>Low</i>	<i>-----></i>	<i>High</i>
Responds to requests for service and assistance				
Follows instructions, responds to school direction				
Takes responsibility for own actions				
Commits to doing the best job possible				
Keeps commitments				
Meets attendance and punctuality guidelines				

Communication

This section is based on staff & parent comments.

	<i>N/A</i>	<i>Low</i>	<i>-----></i>	<i>High</i>
Exhibits good listening and comprehension				
Keeps others adequately informed (Parents/students)				
Checks email/messages daily and responds promptly				

ES Initiative

This section is based on ES Advisor and School directors observations.

	<i>N/A</i>	<i>Low</i>	<i>-----></i>	<i>High</i>
Volunteers readily				
Undertakes self-development activities				
Asks for help when needed				
Completes Required PG hours (and obtains NCLB, if app)				

ES Teamwork

This section is based on feedback from your Area Facilitator groups, SMEs, EL Instructors, and Assessment teams.

	<i>N/A</i>	<i>Low</i>	<i>-----></i>	<i>High</i>
Establishes and maintains effective relations				
Exhibits tact and consideration				
Displays positive outlook and pleasant manner				
Offers assistance and support to co-workers				
Works cooperatively in group situations				
Works actively to resolve conflicts				

ES Planning & Organization

This section evaluates the ESs ability to prioritize and organize their job efficiently.

	<i>N/A</i>	<i>Low</i>	<i>-----></i>	<i>High</i>
Integrates changes smoothly				
Sets goals and objectives & follows through				
Works in an organized manner				
Prioritizes and plans work activities				
Attends all required ES meetings				
Attends Meetings prepared (quiz done, required Webexs watched/prep work done, brings required items to meeting, etc)				