



RIVERSIDE COUNTY  
OFFICE OF EDUCATION  
EDWIN GOMEZ, Ed.D.  
County Superintendent of Schools

RIVERSIDE COUNTY  
OFFICE OF EDUCATION

# Strategic Plan

## Our Foundations

### Pledge

Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

### Mission

The mission of the Riverside County Office of Education is to ensure the success of all students through extraordinary service, support, and partnerships.

### Vision

The vision of the Riverside County Office of Education is to be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide.

## Our Focus



RIVERSIDE COUNTY  
OFFICE OF EDUCATION

Initiatives



### GOAL 1

Enhance  
Communication

### GOAL 2

Maximize Employee  
Engagement

### GOAL 3

Embrace Building  
Relationships

### GOAL 4

Pursue Collaboration  
& Partnerships



# Management Leadership Team Certificated Principal Performance Review

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_

Position: \_\_\_\_\_ Worksite: \_\_\_\_\_

Division: \_\_\_\_\_ Department: \_\_\_\_\_

Evaluation Period: From: \_\_\_\_\_ To: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Enhance Communication	Maximize Employee Engagement	Embrace Building Relationships	Pursue Collaboration and Partnerships

**Guide to the Ratings:**

- ❖ Determining Standards Ratings:  
Achieving Standards: The majority of applicable elements within a Standard are rated “Achieving Standards.”  
Approaching Standards: The majority of applicable elements within a Standard are rated “Approaching Standards.”  
Needs to Improve: The majority of the applicable elements within a Standard are rated as “needs to improve” or “unsatisfactory.”  
Unsatisfactory: The majority of applicable elements contained within a standard are rated “unsatisfactory.”
  
- ❖ Determining Overall Ratings:  
Achieving Standards: All Standards are rated “Achieving Standards.”  
Approaching Standards: One or more Standards are rated “Approaching Standards.”  
Needs to Improve: One or more Standards are rated “Needs to Improve” and no standard is rated “Unsatisfactory.”  
Unsatisfactory: One or more Standards are rated “Unsatisfactory.”

Ratings:	1 – Achieving Standards	2 - Approaching Standards	3 - Needs to Improve	4 - Unsatisfactory
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<b>STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION</b> Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 1A: Student-Centered Vision</b> Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 1B: Developing Shared Vision</b> Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 1C: Vision, Planning and Implementation</b> Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 2: INSTRUCTIONAL LEADERSHIP</b> Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	1	2	3	4
<b>Element 2A: Professional Learning Culture</b> Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2B: Curriculum and Instruction</b> Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2C: Assessment and Accountability</b> Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT</b> Education leaders manage the organization to cultivate a safe and productive learning and working environment.	1	2	3	4
<b>Element 3A: Operations and Facilities</b> Leaders provide and oversee a functional, safe, and clean learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3B: Plans and Procedures</b> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3C: Climate</b> Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3D: Fiscal and Human Resources</b> Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</b> Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	1	2	3	4
<b>Element 4A: Parent and Family Engagement</b> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4B: Community Partnerships</b> Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4C: Community Resources and Services</b> Leaders leverage and integrate community resources and services to meet the varied needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 5: ETHICS AND INTEGRITY</b> Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	1	2	3	4
<b>Element 5A: Reflective Practice</b> Leaders act upon a personal code of ethics that requires continuous reflection and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5B: Ethical Decision-Making</b> Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5C: Ethical Action</b> Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 6: EXTERNAL CONTEXT AND POLICY</b> Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	1	2	3	4
<b>Element 6A: Understanding and Communicating Policy</b> Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6B: Professional Influence</b> Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6C: Policy Engagement</b> Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6D: Superintendent's Initiatives</b> Leaders engage with students, staff and stakeholders to effectively implement the Superintendent's Initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Overall Evaluation</b>
1: <input type="checkbox"/> Achieving Standards: Developmental Objectives will be required.
2: <input type="checkbox"/> Approaching Standards: Developmental and Growth Objectives will be required.
3: <input type="checkbox"/> Needs to Improve: Growth Objectives will be required.
4: <input type="checkbox"/> Unsatisfactory: Growth Objectives will be required.
<b>Next Review Due:</b>
<input type="checkbox"/> One (1) year <input type="checkbox"/> 60 Working Days

<b>Evaluator Comments and Recommendations:</b>
(Include growth or developmental recommendations)

1. **What is the primary purpose of the study?** (1 point)

Evaluator Name

**Evaluator Signature**

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Date

Evaluatee Name

**Evaluatee Signature**

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Date

Division Head Name

Division Head Signature

Date

**Note:** Signature of evaluatee indicates the above Performance Review was discussed with the evaluator and does not necessarily indicate agreement on the part of the evaluatee. The evaluatee may submit to the supervisor and Director/Division Head a written statement in response for attachment to the Performance Review.

# Management Leadership Team Certificated Principal Performance Review

## Evaluation Legend

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**Please note: this page does not need to be attached to the performance review.  
It is meant to be a tool in completing the performance review.**

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**Achieving Standards** – Provides consistent, extraordinary service and leadership. Takes initiative to prevent problems; willing to take risks to improve system-wide organizational change; makes meaningful change in his/her unit of responsibility. Expertly carries out the responsibilities of the job classification. Accepts accountability for the functional responsibilities of the job. Learns and accommodates from past errors and successes.

**Approaching Standards** – Is making progress towards meeting expected level standards but still requires improvement in accuracy, efficiency, consistency, or professionalism. Demonstrates partial understanding or execution of job duties and skills, but has not yet demonstrated full competency or independence in executing core duties. Does require additional support, supervision, and/or training to reach full mastery.

**Needs Improvement** – Does not consistently provide efficiency in all functional responsibilities of the job. May demonstrate proficiency in some elements of the job; however, does not meet all standards of the job consistently. Failure to achieve needed improvements in a timely manner would become an “unsatisfactory” performance level.

**Unsatisfactory** – Provides little demonstrable evidence of an ability to consistently meet the standards of the job. Does not accept responsibility for errors/mistakes and does not learn from them. Shows little professional growth since entry into the job.