

Support Staff - General Evaluation

Summative Evaluation

Performance Evaluation Procedure

1. The employee will complete a self-evaluation mid-year and submit it to the Administrator/Evaluator by January 15 for review and discussion.
2. The Administrator/Evaluator will collect and review all available information regarding the employee's performance, including the previous performance evaluation and all documentation completed during the period. If the Administrator/Evaluator does not regularly observe the employee performing his/her job or does not have practical knowledge of the field, the evaluator must observe the employee 2-3 times during the evaluation period and/or must solicit feedback from all applicable parties with knowledge of the employee's performance (i.e., supervisor, lead custodian, head nurse, classroom teacher, etc.). The Administrator/Evaluator should be sure to gather information regarding any awards/recognition granted during the evaluation period and any disciplinary actions taken.
3. Once the Administrator/Evaluator has gathered all applicable data, the evaluation form should be completed, based on overall performance during the total time period since the last evaluation. In addition to the data collected, the Administrator/Evaluator should refer to the employee's job description to ensure all job requirements are considered when completing the evaluation. Specific examples of positive and/or negative performance directly related to requirements listed on the job description should be included. Furthermore, the Administrator/Evaluator should comment only on job performance and related behaviors.
4. Upon completion of the performance evaluation tool, the Administrator/Evaluator must then schedule adequate time to meet with the employee to discuss the evaluation.
5. Upon completion of the performance evaluation process, the completed, signed original evaluation must be submitted to Human Resources by May 15. A copy of the form should be retained by the employee and the Administrator/Evaluator.

Performance evaluations are a continuous developmental process.

Section I - Rating of Performance Criteria

Performance Criteria 1: Service (includes relationships, teamwork, approachability, cooperation, respectfulness, etc.)

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Service	Interactions with students, staff, parents and/or the community are inappropriate or ineffective. Does not respond to requests. Displays insensitivity in relationships. Does not support teamwork.	Relationships with students, staff, parents and/or the community are not consistently positive. May not respond to requests in a timely manner. Displays a lack of team-centered focus.	Always very polite and positive in relationships with students, staff, parents and/or the community. Is cooperative, approachable, respectful and helpful to others. Is responsive to requests. Is regularly and consistently viewed as a team player in all relationships.	Makes a considerable contribution towards establishing positive relationships in all interactions. Positively develops cooperation of others. Consistently exceeds expectations in response to requests. Encourages teamwork and places the success of the team above individual gain.

[Enter Notes](#)

Comments Criteria 1:

Performance Criteria 2: Job Knowledge

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Job Knowledge	Displays limited knowledge of basic job functions as identified on the job description. Does not utilize District property and equipment in a safe manner. Frequently requires assistance or instruction, even after training.	Displays satisfactory job knowledge in most job functions as identified on the job description, understands and performs most phases of the job well. May not always utilize District property and equipment in a safe manner. Occasionally requires assistance or instruction.	Displays solid understanding and skill in all job functions as identified on the job description, including the proper, safe use of District property and equipment.	Displays extensive job knowledge of job functions as identified on the job description. Demonstrates proper, effective use of District property and equipment to ensure safety for all involved.

[Enter Notes](#)

Comments Criteria 2:

Performance Criteria 3: Commitment (includes adherence to policy and enthusiasm)

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Commitment	Disregards District and/or building rules, regulations, procedures and policies. Only participates in the minimum responsibilities of the job. Backs away from work challenges. Lacks professional characteristics. Does not maintain confidentiality.	Occasionally does not adhere to and/or support District and/or building rules, regulations, procedures and policies willingly. Commitment to the success of the District may not be displayed in all activities. Demonstrates professionalism in the majority of situations. May not maintain strict confidentiality in all situations.	Consistently adheres to and supports the District and/or building rules, regulations, procedures and policies. Demonstrates professionalism and maintains strict confidentiality. Displays a high degree of pride in and commitment to the District. Supports the District in all actions.	Viewed as an example concerning support and adherence to District and/or building rules, regulations, procedures and policies. Actively and enthusiastically seeks ways to work as a proponent of the District.

[Enter Notes](#)

Comments Criteria 3:

Performance Criteria 4: Dependability (includes reliability, attendance and accountability)

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Dependability	Usually unreliable, gives up easily. Frequently absent and/or reports to work late or leaves early. Does not accept responsibility for actions.	Follows tasks and assignments through to completion with some assistance. Sometimes unreliable, satisfied to meet only minimum requirements of the job. Absenteeism and late arrivals occur occasionally. May avoid responsibility for actions.	Takes control of a task or assignment and follows through until completion. Consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance. Demonstrates accountability for all job functions.	Highly persistent, always gets the job done on time and without regard to the circumstances. Rarely absent or late unless the situation is of an emergency nature. Readily accepts responsibility and is accountable for all actions.
Enter Notes				

Comments Criteria 4:

Performance Criteria 5: Productivity

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Productivity	Job responsibilities and work assignments are not completed in a timely manner and are typically of poor quality.	Job responsibilities are occasionally not completed in a timely manner. May waste time. Additional time is frequently needed to revise work and to meet quality requirements and ensure accuracy.	Job responsibilities are completed in accordance with established schedules while meeting quality requirements. Works at a steady pace regardless of environment.	Job responsibilities are always completed prior to deadline and exceed quality standards that have been established for the job.
Enter Notes				

Comments Criteria 5:

Performance Criteria 6: Resourcefulness (includes initiative, adaptability, flexibility, self-discipline, stress management)

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Resourcefulness	Requires managerial intervention to complete tasks. Must be told what needs to be done. Does not handle change positively. Displays an inability to schedule time effectively and prioritize assignments to ensure job responsibilities are met. Performs ineffectively in stressful situations.	Tasks and assignments are completed with minimum managerial intervention. Shows some reluctance to change. May not effectively schedule time and prioritize assignments appropriately on a consistent basis without managerial intervention. Occasionally has difficulty coping with stressful situations.	Seeks ways to accept additional responsibilities. Adapts quickly to change. Maintains a proper balance of time for all requirements of the day-to-day job. Effectively schedules time and prioritizes assignments appropriately. Remains calm, uses good judgment and thinks quickly and rationally in difficult or stressful situations.	Highly resourceful and creative. Frequently offers new ideas. Maximizes opportunities created by change. Viewed by others as a model for time management, prioritization and organization. Remains calm, uses good judgment and thinks quickly and rationally in difficult or stressful situations. Diffuses stressful situations with others.
Enter Notes				

Comments Criteria 6:

Performance Criteria 7: Communication Skills

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Communication Skills	Has difficulty expressing oneself in writing and verbally. Ignores other when they speak. Frequently misunderstands messages and does not seek clarification.	Generally communicates effectively with others, both verbally and in writing. Is usually a good listener. Occasionally unclear messages are delivered or accepted.	Communicates effectively with others, both verbally and in writing. Listens well and seeks to understand. Articulates ideas in a clear, concise manner, both verbal and written. Seeks clarification as necessary.	Viewed as an expert in communicating effectively with others, both verbally and in writing.
Enter Notes				

Comments Criteria 7:

Performance Criteria 8: Problem Solving/Decision Making

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Problem Solving/Decision Making	Displays minimal ability to develop effective solutions to problems. Generally indecisive. Frequently requires managerial intervention.	Occasionally slow or impulsive in making decisions. Generally insightful yet often requires managerial intervention.	Addresses job specific problems and makes effective, responsible decisions within the appropriate scope of responsibilities. Consistently decisive.	Consulted and considered by others as an expert in problem solving and decision making. Demonstrates a bias for action.
Enter Notes				

Comments Criteria 8:

Supervisory Positions Only**Performance Criteria 9: Coaching/Motivating Others (supervisory positions only)**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Coaching/Motivating Others	Does not effectively communicate the goals of the District to subordinates. Does not create an environment where professional	Communicates the goals of the District to subordinates, but does not incorporate into job responsibilities on a frequent	Communicates the goals of the District and empowers employees to work in support of such. Views developing and training others as	Creates an environment that motivates employees to do their best. Frequently provides career counseling and development

development can take place. Does not effectively participate in the development of subordinates. Delegates without explanation. Often viewed as insensitive or unfair. Questionable ethical standards.

basis. Is generally available to employees for mentoring functions, but usually has to be sought after. Delegates authority and work responsibilities to selected employees. Occasionally does not apply District rules and regulations in a fair and consistent manner. May not maintain high ethical standards in all situations.

an objective. Delegates authority and work responsibilities in an appropriate manner. Applies District rules and regulations in a fair, consistent manner. Sets and maintains high ethical standards for self and others.

training opportunities. Delegates authority and work responsibilities in order to provide the best opportunities for employees. Viewed as model for fair and consistent behavior. Highly respected by staff and peers for ethical standards. Is someone people enjoy working for and with.

[Enter Notes](#)

Comments Criteria 9:

Performance Criteria 10: Team Building Skills (supervisory positions only)

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Team Building Skills	Does not establish goals and does not communicate standards to team members. Is seen by employees and other departments/schools as unapproachable and not helpful; not a team player. Avoids dealing with difficult situations and conflict.	Establishes goals but employees may not clearly understand standards. Cooperates with other departments/schools when asked. Generally addresses and resolves difficult situations objectively and rationally. May seek assistance in managing conflict.	Works to develop a strong, mutually supportive team. Ensures that measurable goals are established and standards are clearly defined. Collaborates with other departments/schools and all levels of staff to achieve success. Consistently resolves difficult situations and manages conflict objectively and rationally.	Involves others in a way that generates passion and commitment to the District. Team members clearly understand and enthusiastically work to support goals and standards. Seeks opportunities for collaboration among departments/schools and staff levels. Viewed as a model for effectively handling difficult situations and conflict.

[Enter Notes](#)

Comments Criteria 10:

Performance Criteria 11: Performance Feedback (supervisory positions only)

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Performance Feedback	Does not communicate performance standards to employees. Does not provide input on performance evaluations.	Communicates performance standards to employees, but does not follow up to ensure performance improvements are implemented. Occasionally provides input on performance evaluations when directed to do so. May not always provide effective feedback in order to direct employees to improve performance.	Communicates performance standards to employees at the beginning of the performance period. Provides input on performance evaluations in a timely, effective manner. Provides continuous direction through recognition, appreciation, constructive criticism and discipline.	Viewed as a model for communicating performance standards and providing continuous, effective feedback to employees.

[Enter Notes](#)

Comments Criteria 11:

Section II - Review of Performance Goals

Performance Goal #1

Rating and Comments

- Exceeds Goal
- Does not Meet Goal
- Meets Goal
- Goal Reevaluated

Comments

Performance Goal #2

Rating and Comments

- Exceeds Goal
- Does not Meet Goal
- Meets Goal
- Goal Reevaluated

Comments

Performance Goal #3

Rating and Comments

- Exceeds Goal
- Does not Meet Goal
- Meets Goal
- Goal Reevaluated

Comments

Performance Goal #4

Rating and Comments

- Exceeds Goal
- Does not Meet Goal

- Meets Goal
- Goal Reevaluated

Comments

Performance Goal #5

Rating and Comments

- Exceeds Goal
- Does not Meet Goal

- Meets Goal
- Goal Reevaluated

Comments

Section III - Performance Goal Setting for the next performance period

Performance Goal #1

Time-line for Completion

Type of Goal

- Enrichment
- Noted for Development
- Progressing Toward Proficiency

Performance Goal #2

Time-line for Completion

Type of Goal

- Enrichment
- Noted for Development
- Progressing Toward Proficiency

Performance Goal #3

Time-line for Completion

Type of Goal

- Enrichment
- Noted for Development
- Progressing Toward Proficiency

Performance Goal #4

Time-line for Completion

Type of Goal

- Enrichment
- Noted for Development
- Progressing Toward Proficiency

Performance Goal #5

Time-line for Completion

Type of Goal

- Enrichment
- Noted for Development
- Progressing Toward Proficiency

Additional Comments (Administrator/Supervisor)

Section IV - Employee Acknowledgement

Artifacts ▲

Name	Date Uploaded	Upload User	File			

File List

File Name	Date Uploaded	Size			