

Support Staff - Instructional 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. Works in isolation, seldom seeking information from others. Displays insensitivity in relationships. Provides minimal information to parents and others regarding student progress and the program. Does not support teamwork. | Relationships with students, staff, parents and/or the community are not consistently maintained in an effective manner. Displays a lack of team-centered focus. Provides information to parents and others as required, but offers little additional information regarding student progress and the program. Actions do not always support student's, parent's and/or colleague's best interests. | Establishes and maintains effective relationships with students, staff, parents and/or the community. Is cooperative, approachable, respectful and helpful to others. Provides information to parents and other on student progress and the program as needed. Actions support student's independent functioning, responsibility, self-control and individual thought. Is regularly and consistently viewed as a team player in all relationships. | Makes a considerable contribution towards proactively cultivating and maintaining positive relationships in all interactions. Positively develops cooperation of others. Provides frequent, extensive and varied information to parents and others. Actions encourage student's independent functioning, responsibility, self-control and individual thought. Encourages teamwork and places the success of the team above individual gain. Consistently exceeds expectations in response to requests. |
| 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, building and/or KECC 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. Does not participate in District, building, KECC and/or community activities related to student education. Does not demonstrate enthusiasm for student activities. | Occasionally does not adhere to and/or support the District, building and/or KECC rules, regulations, procedures and policies. Commitment to the success of the District may not be displayed in all activities. Demonstrates professionalism in the majority of situations. May not maintain confidentiality in all situations. Participates in less than two district, building, KECC and/or community activities related to student education each year. Displays modest enthusiasm for student activities. | Consistently adheres to and supports the District, building and/or KECC 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. Participates in at least two district, building, KECC and/or community activities related to student education each year. Displays genuine enthusiasm for student activities. | Viewed as an example concerning support and adherence to District, building and/or KECC rules, regulations, procedures and policies. Actively and enthusiastically seeks ways to work as a proponent of the District. Demonstrates professionalism in all he/she does. Enthusiastically participates and takes a leadership role in more than two district, building, KECC and/or community activities related to early childhood education each year. Instructor's enthusiasm is matched by student engagement. |

[Enter Notes](#)

Comments Criteria 3:

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

| Criteria | Unsatisfactory | Basic | Proficient | Distinguished |
|----------------------|------------------------------|---------------------------|----------------------------|---------------------------|
| Dependability | Usually unreliable, gives up | Follows projects and task | Takes control of a project | Highly persistent, always |

easily. Frequently absent and/or reports to work late or leaves early. Does not accept responsibility for actions and/or District property, classroom equipment and supplies.

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 and/or District property, classroom equipment and supplies.

or assignment and follows through until completion. Consistently arrives on time and is ready to begin work at the designated start time. Demonstrates accountability and responsibility for all job functions, as well as District property, classroom equipment and supplies.

gets the job done on time, 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, as well as District property, classroom equipment and supplies.

[Enter Notes](#)

Comments Criteria 4:

Performance Criteria 5: Productivity

| Criteria | Unsatisfactory | Basic | Proficient | Distinguished |
|---------------------|--|--|---|--|
| Productivity | Job responsibilities and work assignments are not accomplished in a timely manner and are typically of poor quality. Is not able to concentrate on more than one task at a time. | Job responsibilities are occasionally not accomplished in a timely manner. May waste time. Additional time is frequently needed to revise work and to meet quality requirements and ensure accuracy. Occasionally has difficulty concentrating on multiple tasks simultaneously. | Job responsibilities are completed in accordance with established schedules while meeting quality requirements. Works at a steady pace regardless of environment. Demonstrates the ability to concentrate on multiple tasks simultaneously. | Job responsibilities are always completed prior to deadline and exceed quality standards that have been established for the job. Excels when concentrating on multiple tasks simultaneously. |

[Enter Notes](#)

Comments Criteria 5:

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

| Criteria | Unsatisfactory | Basic | Proficient | Distinguished |
|------------------------|---|--|--|--|
| Resourcefulness | Demonstrates little personal initiative or insight. Must be told what needs to be done. Does not handle change positively. Adheres rigidly to instructional plan, | Occasionally identifies problem areas and suggests original solutions. Shows some reluctance to change. Attempts to make adjustments to lessons to | Applies independent and original thought to introduce new concepts and processes. Adapts quickly to change. Makes appropriate adjustments to | Highly resourceful and creative. Displays unusual drive and perseverance, frequently suggests better ways of doing things. Maximizes opportunities |

ignoring student needs. Displays an inability to schedule time effectively and prioritize assignments to ensure job responsibilities are met. Performs ineffectively in stressful situations.

accommodate students, but may not always be effective. May not effectively schedule time and prioritize assignments appropriately on a consistent basis without managerial intervention. Occasionally has difficulty coping with stressful situations.

lessons to accommodate student learning. 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.

created by change in order to enhance learning. 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. Vocabulary is inappropriate or is used incorrectly. Directions are confusing to students. Poor questioning and discussion techniques. Records and/or reports are poorly prepared. | Generally communicates effectively with others. Directions and/or messages may occasionally be unclear or excessively detailed. May not use appropriate vocabulary. Limited use of effective questioning and discussion techniques. Records and reports are prepared in a professional manner most of the time. | Communicates effectively with others, both verbally and in writing. Listens well and seeks to understand. Articulates ideas and directions in a clear, concise manner. Vocabulary is appropriate to students. Effective questioning and discussion techniques are utilized. Records and reports are professional and descriptive, yet concise and easily understood. | Viewed as an expert in communicating effectively with others, both verbally and in writing. Utilizes well-chosen vocabulary that enriches lessons. Record keeping and report preparation are a model for others. |

[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 | Occasionally slow in making decisions. Generally insightful yet often requires managerial intervention. | Addresses job specific problems and makes effective decisions within the appropriate scope of | Demonstrates broad expertise and is consulted and considered by others as an expert. |

requires managerial intervention.

responsibilities. Consistently decisive.

[Enter Notes](#)

Comments Criteria 8:

Supervisory Positions Only

Performance Criteria 9: Coaching/Motivating Others (Supervisory positions only)

| Criteria | Unsatisfactory | Basic | Proficient | Distinguished |
|-----------------|--|--|--|---|
| Coaching | Does not effectively communicate the goals of the District, building and/or KECC to subordinates. Does not create an environment where professional 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. | Communicates goals to subordinates, but does not incorporate into job responsibilities on a frequent 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. | Communicates the goals of the District, building and/or KECC, and empowers employees to work in support of such. Views developing and training others as 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. | Delegates authority and work responsibilities to provide the best opportunities for employees. Highly respected by staff and peers for fair, consistent behavior and 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 |

[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 conduct performance reviews. | Communicates performance standards to employees, but does not follow up to ensure performance improvements are implemented. Often rushes through performance evaluations. 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. Completes and discusses 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
- Meets Goal

Does not Meet Goal

Goal Reevaluated

Comments

Performance Goal #2

Rating and Comments

Exceeds Goal

Meets Goal

Does not Meet Goal

Goal Reevaluated

Comments

Performance Goal #3

Rating and Comments

Exceeds Goal

Meets Goal

Does not Meet Goal

Goal Reevaluated

Comments

Performance Goal #4

Rating and Comments

Exceeds Goal

Meets Goal

Does not Meet 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)

File List

| File Name | Date Uploaded | Size | | |
|-----------|---------------|------|--|--|
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Artifacts

| Name | Date Uploaded | Upload User | File | | |
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