

# Support Staff - Skilled 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 maintained in an effective manner. May not respond to requests in a timely manner. Displays a lack of team-centered focus.	Establishes and maintains effective 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 proactively cultivating and maintaining 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.
<a href="#">Enter Notes</a>				

### Comments Criteria 1:

### Performance Criteria 2: Job Knowledge

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Job Knowledge	Displays limited knowledge of basic job functions. Does not utilize District property and equipment in a safe manner. Does not maintain current applicable licensure/certification. Does not seek to further develop knowledge and	Displays satisfactory job knowledge in most areas, understands and performs most job functions well. May not always utilize and care for District property, equipment, tools and supplies in a safe manner. May maintain current	Displays solid understanding and skill in all job functions, including the proper, safe use and care of District property and equipment. Maintains current applicable licensure/certification. Willingly participates in opportunities to enhance knowledge and skills	Displays extensive job knowledge. Demonstrates proper, effective use of District property and equipment to ensure safety for all involved. Proactively maintains current applicable licensure/certification. Actively seeks out

skills, or stay informed of current trends affecting the job.

licensure/certification, with supervisory intervention. Only seeks to further develop knowledge and skills and learn of current trends affecting the job as directed.

and gain information on current trends affecting the job.

and participates in a variety of professional growth opportunities. Proactively gains knowledge of current and emerging trends affecting the job and the District.

[Enter Notes](#)

**Comments Criteria 2:**

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

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Commitment</b>	Disregards District and/or building rules, regulations, procedures and policies. Does not maintain budget guidelines as applicable. 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. May not maintain budget guidelines in all actions. 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. Maintains budget guidelines, as applicable. 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. Makes suggestions for cost savings while maintaining budget guidelines, as applicable. Actively and enthusiastically seeks ways to work as a proponent of the District. Demonstrates professionalism in all he/she does.

[Enter Notes](#)

**Comments Criteria 3:**

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

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Dependability</b>	Usually unreliable, gives up easily. Frequently absent and/or reports to work late or leaves early. Does not accept responsibility for actions or District property, equipment, tools and supplies.	Follows projects and task 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, equipment, tools and supplies.	Takes control of a project 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 as well as District property, equipment, tools and supplies.	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 as well as District property, equipment, tools and supplies.

[Enter Notes](#)

**Comments Criteria 4:**

**Performance Criteria 5: Productivity**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Productivity</b>	Job responsibilities and work assignments are not completed 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 completed 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.
<a href="#">Enter Notes</a>				

**Comments Criteria 5:**

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

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Resourcefulness</b>	Demonstrates little personal initiative or insight. 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.	Occasionally identifies problem areas and suggests original solutions. 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.	Applies independent and original thought to introduce new concepts and processes. 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. Displays unusual drive and perseverance, frequently suggests better ways of doing things. 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.
<a href="#">Enter Notes</a>				

**Comments Criteria 6:**

**Performance Criteria 7: Communication Skills**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communication Skills</b>	Has difficulty expressing oneself in writing and verbally. Frequently misunderstands messages and does not seek clarification. Records and/or reports are poorly prepared.	Generally communicates effectively with others, both verbally and in writing. Occasionally unclear messages are delivered or accepted. Most records and/or reports are typically prepared in a professional manner.	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. Records and/or reports are professionally prepared.	Viewed as an expert in communicating effectively with others, both verbally and in writing. Records and/or reports are a model for others.

[Enter Notes](#)

**Comments Criteria 7:**

**Performance Criteria 8: Problem Solving/Decision Making**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Problem Solving/Decision Making</b>	Displays minimal ability to develop effective solutions to problems. Generally indecisive. Does not demonstrate trouble-shooting ability. Frequently requires managerial intervention.	Occasionally slow in making decisions. Generally insightful yet often requires managerial intervention. May not effectively trouble-shoot in a timely manner.	Efficiently utilizes information to problem solve and make decisions within the appropriate scope of responsibilities. Consistently decisive. Demonstrates solid trouble-shooting ability.	Consulted and considered by others as an expert in problem solving and decision making. Demonstrates a bias for action. Demonstrates exceptional trouble-shooting ability.

[Enter Notes](#)

**Comments Criteria 8:**

**Supervisory Positions Only**

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

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Coaching/Motivating Others</b>	Does not effectively communicate the goals of the District 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 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.	Creates environment that motivates employees to do their best. Frequently provides career counseling and development opportunities. 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**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Team Building Skills</b>	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.
<a href="#">Enter Notes</a>				

**Comments Criteria 10:**

**Performance Criteria 11: Performance Feedback**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>Performance Feedback</b>	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.
<a href="#">Enter Notes</a>				

**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  Meets Goal  
 Does not Meet 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  Progressing Toward Proficiency  
 Noted for Development

### Performance Goal #2

Time-line for Completion

#### Type of Goal

- Enrichment  Progressing Toward Proficiency  
 Noted for Development

### 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			